

**ARCS MODEL IN ENGLISH AS A FOREIGN  
LANGUAGE CLASS  
(A Descriptive Study at the Eleventh Grade of MA NU Salafiyah  
Demak in the Academic Year of 2015/2016)**

**A FINAL PROJECT**

Submitted in Partial Fulfillment of the Requirement for Gaining the  
Degree of Bachelor of Education in English Language Education



**By:**  
**SITI MAHMUDAH**  
**Student Number: 113411012**

**EDUCATION AND TEACHER TRAINING FACULTY  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2016**

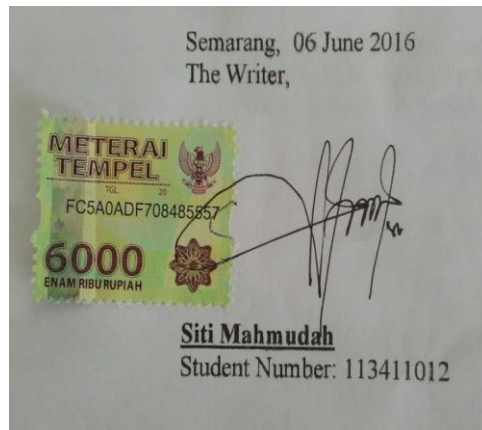


## DECLARATION OF ORIGINALITY

I am, the student with the following identity:

Name : **SITI MAHMUDAH**  
Student Number : 113411012  
Departement : English Language Education

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.







**KEMENTRIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615987 Semarang

### **RATIFICATION**

Thesis with the following identification:

Title : **ARCS Model in English as a Foreign Language Class (A Descriptive Study at the Eleventh Grade of MA NU Salafiyah Demak in the Academic Year of 2015/2016)**  
Name : **Siti Mahmudah**  
Student Number : **113411012**  
Department : **English Language Education**

Had been ratified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, 10<sup>th</sup> June 2016

#### **THE BOARD OF EXAMINERS**

Examiner I,

Examiner II,

**Dr. H. Ikhrom, M.Ag.**

NIP. 19650329 199403 2 002

**Moh. Nafi' Annury, M.Pd.**

NIP. 197007 19200501 1 007

Examiner III,

Examiner IV,

**Siti Tarwivah, S.S., M.Hum.**

NIP. 19721108 199903 2 001

**Dr. H. Muslih, M.A.**

NIP. 19690813 199603 1 003

Advisor

**Siti Tarwivah, S.S., M.Hum.**

NIP. 19721108 199903 2 001

## ADVISOR NOTE

Semarang, 06 june 2016

To  
The Dean of Islamic Education and Teacher Training Faculty  
Walisongo State University

*Assalamu'alaikum Wr. Wb.*

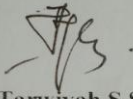
I inform that I had given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : ARCS Model in English as a Foreign Language  
Class (A Descriptive Study at the Eleventh Grade  
of MA NU Salafiyah Demak in the Academic Year  
of 2015/2016)  
Name : Siti Mahmudah  
Student Number : 113411012  
Department : English Language Education

I state that this thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

*Wassalamu'alaikum. wr. wb.*

Advisor



Siti Tarwiyah, S.S., M.Hum.  
NIP. 19721108 199903 2 001

## **BSTRACT**

**Title : ARCS Model in English as a Foreign Language Class (A Descriptive Study at the Eleventh Grade of MA NU Salafiyah Demak in the Academic Year of 2015/2016)**

**Name : SITI MAHMUDAH**

**NIM : 113411012**

English is one of the hard lessons for students. Learning with ARCS Model is expected to reduce the students' difficulties in learning. With this model teacher expected to be able to motivate her students in learning and increase the qualities of students' learning. ARCS Model was applied at MA NU Salafiyah Demak because the English language teacher at the school perceived that the model made students' more motivated in learning English.

The question this research are (1) How is the implementation of ARCS model in Listening, speaking, reading, and writing classes at the eleventh grade of MA NU Salafiyah Demak in the academic year of 2015/2016? (2) How is the students' perception on the use of ARCS Model? (3) What factors underlie the implement of ARCS model in EFL Class?

This is a qualitative research. Data collection was done by using observation, questionnaire, and interview. The data were collected and analyzed by using qualitative descriptive analysis techniques.

The result showed that (1) the implementation of ARCS model in EFL Class at MA NU Salafiyah Demak are: *First*, teacher always trying to arouse the attention of students in learning using various methods such as; speech, discussion, demonstration and others, variety of learning media such; a simple media and modern media; using humor. *Second*, teacher tries to show the objectives and benefits of learning according to the needs of students; and enthusiasm. *Third*, teacher improve students' confidence with their ability by showing the expectation of success; arrange learning process; and give good constructive feedbacks. *Fourth*, teacher creating students' satisfaction by use of praise; give an opportunity to

show the capability of students; and give opportunity to help their friends. (2) Students are more motivate when teacher teach in class using ARCS model motivational learning. (3) Factor underlie in implementation of ARCS Model, that are the ability of students, the condition of students, and the environment of students.



## **DEDICATION**

This thesis is dedicated to:

1. My beloved Father (Abdul Muhyi) and My Beloved Mother (Siti Khalimah) who always devote their affection, give advice and pray till the writer finished in arranging this thesis. Thanks for giving me spirit.
2. My beloved Brother and Sister (Zimamus Surur, Siti Ma'unah, Ahmad Munif,M.SI) who always support me finished in arranging this thesis. Thanks for giving me spirit.
3. K.H. Dr Ahmad Izzudin, M.Ag., and Hj. Aisyah, S, Ag., as a guardian of Life Skill PPDN Bringin Semarang who always give me their guidance patiently, thanks for your guidance.
4. My big family who give me support.



## ACKNOWLEDGMENT

First and foremost, the researcher would like to express gratitude to Allah SWT, the Almighty God for blessing, kindness, and inspiration in lending me to accomplish the final project. Without Him, the researcher couldn't stay patient and in control in writing this final project from the first page to the last page.

Shalawat and Salam for Prophet Mohammad Peace be Upon Him, who brings us from darkness to the brightness.

The researcher realizes that the researcher cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. The researcher wishes, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed., St., Dean of Education and Teacher Training Faculty.
2. Dr. H. Ikhrom, M.Ag. as the Head of English Department.
3. Siti Tarwiyah, M.Hum. as my advisor for their practice in providing careful guidance, helpful correction, very good advices as well as suggestion and encouragement during the consultation.
4. All English Lectures in English Department of Education and Teacher Training Faculty for valuable knowledge, guidance, and advices during the years of my study.
5. Nina Rustiana Asih, S.H., S.P.d., as the headmaster of MA NU Salafiyah Demak who had followed me to carry out the research

in her school. Mr. Bahar Hilmi as the English teacher of eleventh class who had helped me in conducting the research in her school, and the students of 11<sup>th</sup> grade, thanks for the cooperation, and also the school administration staff.

6. All of my friends in English Language Education 2011 especially for English Education A 2011.
7. My besties and also my new family which called ROMBENG (mbeng Dila, mbeng Ika, mbeng Nita, mbeng Yana, mbeng Lala, and mbeng Nely) who always support me, help me, and accompany me in difficult and happy condition.
8. Special someone (WISNU RAHMAD) who always motivate me until finished my study.
9. All of my big family in PPDN Life Skill Bringin that gives best experiences.
10. All of people not mentioned for their contribution and help.

Finally, the researcher expects that the thesis can give beneficial and helpful for the researcher and readers. Amin.

Semarang,

Siti Mahmudah  
113411012

## TABLE OF CONTENT

<b>TITLE</b> .....	<b>i</b>
<b>THESIS PROJECT STATEMENT</b> .....	<b>ii</b>
<b>RATIFICATION NOTE</b> .....	<b>iii</b>
<b>ADVISOR NOTE</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research .....	1
B. Reason for Choosing the Topic .....	8
C. Question of the Research .....	8
D. Objectives of the Research .....	8
E. Benefits the Research.....	9
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Research .....	11
B. Literature Review .....	13
1. ARCS Model .....	13
2. Teaching English as a Foreign Language .....	21
a. Teaching Reading in EFLClass....	22
b. Teaching Writing in EFL Class ....	24

c. Teaching Speaking in EFL Class .	26
d. Teaching Listening in EFL Class .....	28
3. Factor Influencing English as Foreign Language Class .....	30
4. ARCS Model in EFL Class.....	33
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design .....	36
B. Research Setting .....	37
C. Population and Sample .....	39
D. Data Collection Technique .....	40
E. Data Analysis Technique .....	42
<b>CHAPTER IV DATA DESCRIPTION AND ANALYSIS</b>	
A. Data Description .....	45
B. Data Discussion .....	56
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	91
B. Suggestion .....	92
C. Closing .....	93
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	
<b>CURRICULUM VITAE</b>	

## **LIST OF APPENDICES**

- Appendix 1 Students' List
- Appendix 2 Checklist Observation
- Appendix 3 Questionnaire Instrument
- Appendix 4 Angket
- Appendix 5 Interview guideline for the Teacher
- Appendix 6 Transcript of Interview with the Teacher

# CHAPTER I

## INTRODUCTION

This chapter focuses on giving introductory explanation of the research. It presents background of the research that shows how is the implementation of ARCS Model in English as a Foreign Language class at MA NU SalafiyahDemak.

### **A. Background of the Research**

Teacher is one of external factors that influent for succeeding the teaching and learning process. As stated before that teachers are professional, it means that they have some competencies and skills. The competencies are: pedagogical competence, professional competence, personal competence, and social competence. And for skill, M. UzerUtsman said that there are eight skill that have to be master by all of the teachers when they did the teaching and learning process. There are: skill for asking the students, giving motivation, creating variation, explaining, opening and closing the lesson, guiding small discussion, and managing class. All of the skill have to be applied by all of the teachers in the class.<sup>1</sup>

A general description of the language setting provides us with a better understanding of the role of the target language and the role that the native language plays in the local community. In

---

<sup>1</sup>M. UzerUstman, *Menjadi Guru Profesional*, (Bandung: Rosdakarya, 2005), P.74.



general, language settings where English is the target language might be classified into three different types, include Teaching English as a Foreign Language (TEFL), Teaching English as a Second Language (TESL), and Teaching English to Speaker of Other Languages (TESOL).<sup>2</sup>

English is considered to be the first foreign language. English is not only taught in University, but in Elementary school, Senior High school, and Senior high school is also learn English language. There are four basic skills that must be mastered by English learners in learning English, those are listening, speaking, reading, and writing.

In Indonesia, English as a foreign language but one of compulsory subject that have to be taught in the school especially for middle school and university. This condition caused so many students face some difficulty in learning English.<sup>3</sup> They said if English is very difficult subject and some of them moreover less motivation in learning English. It is a challenge for all of English teachers to change this mindset. They have to be good facilitator and also motivator in order to make the class more interesting and the students can enjoy learning.<sup>4</sup>

---

<sup>2</sup>Clare G., *Teaching English as a Foreign Language*, (Edge Hill University, 2011), p.3.

<sup>3</sup>Rod Ellis, *Instructed Second Language Acquisition*, (USA: Basil Blacwell Inc.. 1990), p.22.

<sup>4</sup>Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p.3-4.

Teaching foreign language is considered to be one of the most challenging teaching practice. There is some students are usually afraid of joining foreign language class. They may feel unmotivated, unbelieving and discouraged easily. Their minds say foreign language is difficult to learn because most of them know nothing from the start. From these phenomena a teacher should be have many strategies to motivate their students that English foreign language is not difficult.

In teaching and learning process, teachers of English Language as a foreign language have an important role in helping learners to learn. In practice learning process must be there are symptoms that obtained in the classroom. As the students were sleepy, tired, lazy, hungry, sick, embarrassed and others.

Learners are immature man who needs help, encouragement, and direction of adults, then the task of the teacher is to encourage, guide, and direct students to achieve the expected goals. The expected form of interaction is very familiar atmosphere, so that students feel that he had been educated in a responsible manner.<sup>5</sup>

If the participant does not do as others students have do, as a teacher need to be investigated what causes it. The cause can various and between learners with each other can be different. There is the possibility of learners are not the spirit, are having

---

<sup>5</sup>Muhammad Nurdin, *Pendidikan Yang Menyebabkan*, (Yogyakarta: Ar-Ruz, 2005), p.74.

problems, busy doing other tasks or things, and others. Through the motivation learners are expected to have effort to establish the conditions, so they have the desire and interest as well as active and willing to do something.<sup>6</sup>

Undoubtedly, the essential part of the language learning process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something.

Teacher has to make students interest and enjoy in learning. We have to interact with them well and make the problem become easy. We do not allow getting angry in the class and prefer to keep silent.

Although teachers have important role in teaching and learning process, but motivation have significant consideration for the students' success in learning. As stated in Qur'an Surah ar-Raad verse 11 that Allah will never change the condition of people until they change it themselves. It means that students have to learn more as their effort to change their condition in order to be better.

﴿...بِأَنفُسِهِمْ مَا يُغَيِّرُوا حَتَّى يَقَوْمَ مَا يُغَيِّرُ لَا إِلَهَ إِلَّا...﴾

“..... Verily never will Allah change the condition of a people until they change it themselves (with their own souls).....”<sup>7</sup>

---

<sup>6</sup> R. Angkowodan A. Kosasih, *Optimalisasi Media Pembelajaran*, (Jakarta: Grasindo, 2007), p. 33.

<sup>7</sup> A. Yusuf Ali, *Alqur'an Terjemahan Paralel Indonesia Inggris*, (Solo: Qomari, 2010), p. 250.

Tafsir Ar-Rahman shows that is any community which enjoys comfortable and peaceful life as a result of their faith and obedience to Allah, and their good moral qualities, Allah will not change their conditions into evil until they themselves change what is in their souls from faith and obedience to Allah to disbelief and disobedience, and from virtues to evil, because it is these evil qualities which lead to destruction. Such is the decree of Allah on His creatures.<sup>8</sup> Based on this interpretation it can be concludes that students can not increase their knowledge without direction of teacher. When teacher motivates their students, they will be more spirit in learning.

From all the statement above, the researcher can conclude that ARCS Model learning suitable for teacher to improve student's motivation. Once the motivation provided by the teacher will have a positive impact for students in the learning process. And it can improve students' motivation in learning activity.

Motivation has directional or choice aspects, appearing when a person selects and carries out one among a set of activities, or attends t one thing and not another, or chooses one activity over another. Persistency can be easily recognized as a manifestation of motivation, occuring when a person concentrates attention or action on the same thing for an extended duration.

---

<sup>8</sup> Sheikh Abdullah Basmeih, *Tafsir Ar-Rahman (Interpretation of the Meaning of the Qur'an)*, (Malaysia: Department of Islamic Development Malaysia, 2007), p.427.

Closely related to this is continuing motivation: returning to previously interrupted action without being obliged to do so by outside pressures. Finally we may note that an elevated activity level, that is, a high degree of effort, or intensity of application, would often be seen as indicating motivation.<sup>9</sup>

Every educator knows the challenge of stimulating learner motivation and the difficulty of finding reliable and valid methods for motivating learner.<sup>10</sup>

Keller writes, ‘motivational design is concerned with connecting instruction to the goals of learners, providing stimulation and appropriate levels of challenge, and influencing how the learners will feel following successful goal accomplishment, or even following failure.’<sup>11</sup>

One approach to meeting this challenge is provided by ARCS model of motivation, which provides guidance for analyzing the motivational characteristics of group of learners.

As the development and advancement of education, teacher required to improve the quality of learning process with organizing active, creative, and effective learning, the teacher can

---

<sup>9</sup>Jack C. Richards, *A Practicum in TESOL: Professional Development through Teaching Practice*, (New York: Cambridge University Press, 2003), p. 129

<sup>10</sup> John Keller, *How to Integrate Learner Motivation Planning Into Lesson Planning*, (U.S.A: Florida State University, 2000), p. 2

<sup>11</sup> John M. Keller, *Motivational Design for Learning and Performance “The ARCS Model Approach”*, (U.S.A: Florida State University, 2006), p. 4

gives experience learning to the students. Based on the research of researcher at MA NU SalafiyahDemak, appear that the activity and performance of students have not optimal. Learning process in classroom still focused on the teacher as the main source of knowledge. Then lecturing is one of the main strategy in learning to improve attention and motivate students who can ultimately improve the result of students.

The reason why researcher chooses ARCS Model because this model is suitable in learning especially to build motivation of the students in the course.

The ARCS Model of motivation was developed in response to a desire to find more effective ways of understanding the major influences on the motivation to learn, and for systematic ways of identifying and solving problem with learning motivation.<sup>12</sup>

The researcher interests to describe how the teacher gives motivation to the students in learning with the model motivation by Keller. And the researcher wants to know the implementation of ARCS Model in teaching English as a foreign Language. Because of that the researcher want to research with the title “ARCS Model In EFL Class (A Descriptive study with the eleventh grade of MA NU SALAFIYAH Demak In the Academic Year of 2015/2016).

---

<sup>12</sup>John M.Keller, *Development and Use of the ARCS Model of Instructional Design*, (Florida: Florida State University,

## **B. Reason for Choosing the Topic**

There are two reasons for choosing the topic:

1. The researcher wants to know the motivation of students in learning English.
2. The researcher wants to know the implementation of using ARCS model in learning English.
3. The researcher wants to know the students perception on the use of ARCS Model in English as a Foreign Language class

## **C. Question of the Research**

Based on the background of the research, the researcher tries to get answer of the following questions:

1. How is the implementation of ARCS Model in listening, speaking, reading, and writing classes at the Eleventh Grade of MA NU SalafiyahDemak in the Academic year of 2015/2016?
2. How is students' perception on the use of ARCS Model?
3. What factors underlie the implementation of ARCS Model at MA NU SalafiyahDemak in the Academic year of 2015/2016?

## **D. Objectives of the Research**

The objective of this study are:

1. To describe the Implementation of ARCS Model in listening, speaking, reading, and writing classes at the Eleventh grade of MA NU SalafiyahDemak in the academic year of 2015/2016.
2. To know the students' perception on the use of ARCS Model.

3. To know the factors underlie the implementation of ARCS Model at MA NU SalafiyahDemak in the Academic year of 2015/2016.

#### **E. Benefits of the Research**

Based on objectives above, the result of the study is expected to give advantages as follows:

1. Theoretically, the result of the study can give information about how English is taught in English as a foreign language.
2. Pedagogically, the result of the study is expected to be as follows:
  - a. Motivator for the teacher to improve the quality of English language teaching for English as a Foreign Language class.
  - b. The information of this research can help the English teachers in designing the process of teaching English, especially in using appropriate technique in teaching English as a foreign language especially at senior high school.
  - c. For other researcher, they are expected to be able to use the result of this research as an additional reference in carrying out further research.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of basic theories related to the study. Those have been used to determine the research, the data collection and data analysis during the study.

#### **A. Review of Previous Study**

1. Paper “*How to Integrate Learner Motivation Planning into Lesson Planning: The ARCS Model Approach*” By John Keller. This paper shows that every educator knows the challenge of stimulating and sustaining learner motivation and the difficulty of finding reliable and valid methods for motivating learners. And one approach to meeting this challenge is provided by the ARCS Model of motivation which provides guidance for analyzing the motivational characteristics of a group of learners and designing motivational strategies based on this analysis. After giving an overview of the model, then describe some recent developments including a simplified approach to applying it and how it may be incorporated into lesson planning.

The ARCS model contains a ten-steps design process for the development of motivational system in work and learning settings. For steps 1- 7, it is for the result of analysis and design steps in the ARCS planning process. And next

steps for integrating into the content and instructional strategies of the lesson.

The differences between her researcher and this research were teacher implement the ARCS Model. Her research show the reliable and valid method for motivating students into lesson planning. While the researchers' focused on implementation the model in class. The similarities were both her research and the researchers' used ARCS Model for approach.

2. Research conducted by Mahmud Al Hudhori, about "*Pengaruh Penggunaan Model ARCS Terhadap Hasil Belajar Fisika pada Siswa*". The purpose of the research is to determine whether there are significant influences between experiment class that using ARCS model and control class that using conventional learning model. The researcher gave a result from his research that there were significant influence from ARCS Model learning with the result of students' physics learning. It is supported by the result of the experimental class taught by ARCS Model learning higher than control class was taught by conventional teaching.<sup>1</sup>

---

<sup>1</sup> Mahmud Al Hudhori, (05360172), *Pengaruh Penggunaan Model ARCS Terhadap Hasil Belajar Fisika Sswa pada Konsep Dinamika Rotasi dan Keseimbangan Benda Tegar*, (Jakarta: Program Studi Pendidikan Fisika Jurusan Ilmu Pengetahuan Alam Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Syarif Hidayatullah, 2013) Unpublished Thesis.

The differences between his research and the researcher is background and method on his research tried to find out the influence of ARCS Model when implement in two class, experimental class and control class. While the researcher try to implement the ARCS Model in English as a foreign language class. The similarity is both of them is using ARSC Model approach.

## **B. Literature Review**

### **1. ARCS Model**

#### **a. The Implementation of ARCS Model (Attention, Relevance, Confidence, Satisfaction)**

ARCS Model developed by Keller in response to questions that may affect the learning achievement motivation and learning outcomes. This learning model was developed based on the theory that the expectation value contains two components, that is the value of the objectives to be achieved and expectations in order to successfully achieve this goal. For the two components by Keller developed into four components that is *attention, relevance, confidence, and satisfaction* with acronym *ARCS*.<sup>2</sup>

Motivation is a factor that has significance for the students. There is no means the students go to school

---

<sup>2</sup> Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta, 2001), P.167

without the motivation to learning. Some research in learning achievement showed that motivation as factors that affect in learning process.

ARCS is a learning model that emphasizes the aspects of motivation which consists of attention, relevance, confidence, satisfaction. This model was developed by John M. Keller a Psychology graduate from Florida State University .<sup>3</sup>

The purpose of ARCS Model teacher are expected to prepare a lesson plan that can motivate students optimally.<sup>4</sup> In other words, the ARCS model aims to stimulate, improving, and protecting the motivation of the students in learning.

According to John M. Keller in Driscoll (1994 : 314 ) , teachers need to motivate learners. This is due to the emergence of self- motivation to learn in learners not only their responsibility, but also the responsibility of the teacher.<sup>5</sup>

---

<sup>3</sup>Ruth V. Small, “*Motivasi Dalam Desain Instruksi*”, <http://www.teachersrock.net/09032015/1pini.phtml>, p. 1.

<sup>4</sup> Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta : Rineka Cipta, 2001), P.43

<sup>5</sup> R. Angkowo, dan A. Kosasih, *Optimalisasi Media Pembelajaran*, (Jakarta: Grasindo,2007), p.39.

## 1) A (Attention)

Attention is directed at the mental activity of an object, although extrinsic and intrinsic.<sup>6</sup> Attention can also be defined as a cognitive strategy that includes four skills, that is: 1) oriented to a problem, 2) consider some of problem, 3) focus on the aspects that are relevant, 4) ignore irrelevant stimuli.<sup>7</sup>

The first category is attention, contains motivational variables related to stimulating and sustaining learners' curiosities and interests.<sup>8</sup> When giving lesson to students, as a teacher should provide motivation to students' enthusiasm in learning.

Keller suggested that attention could be obtained either by perceptual arousal or by inquiry arousal. In the case of perceptual arousal, the learners' attention would be gained by surprise, doubt or disbelief. For inquiry arousal, the learners' curiosity would be stimulated by challenging problems that needed to be solved.<sup>9</sup>

---

<sup>6</sup> Abu Ahmadi, *Psikologi Umum*, (Jakarta: Rineka Cipta, Cet. 2, 1998), p.145.

<sup>7</sup> Toeti Soekanto, dan Udin Saripudin Winataputra, *Teori Belajar dan Model-model Pembelajaran*, (Jakarta: PAU-PPAI, cet. 2, 1996), p. 47.

<sup>8</sup> John M.Keller, *Motivational Design for Learning and Performance*, (U.S.A: Florida State University, 2010), p.44.

<sup>9</sup> John M.Keller, *Motivational Design for Learning and Performance*, (U.S.A: Florida State University, 2010), p.48

Applying the attention of the learners, a teacher able to use some variation of learning in order that learners did not feel bored and interested in learning. It could be the perception or inquiry.

Attention is a useful instrument in an effort to influence the learning result of students. Strategies to stimulate the interest and attention of students can be do as follows:<sup>10</sup>

- a) Using variation method of learning, example: communicative, discussion, role playing, simulation, demonstration, etc.
- b) Using the media to complete the delivery of materials. Example: transparency, film, video, etc.)
- c) Using humor in learning.
- d) Using real events to clarify the concept expressed.
- e) Using questioning techniques to involve students.

## **2) R (Relevance)**

Relevance is a powerful factor in determining that a person is motivated to learn. “How,” the students is consciously or unconsciously wondering, “Does this material relate to my life?” if the students has a good feeling about the personal meaningfulness

---

<sup>10</sup> R. Angkowo, dan A. Kosasih, *Optimalisasi Media Pembelajaran*, (Jakarta: Grasindo, 2007), hlm. 39

of the material, or consciously recognizes its importance, then the student will be motivated to learn it.<sup>11</sup>

Relevance is the relationship between needs and motivation, that is related with the life of students either now experience or who have owned or related with the career needs of present or future.(Keller, 1987:2-9).<sup>12</sup>

Suciati suggest that strategy to indicate Relevance are:<sup>13</sup>

- a) Give explanation to the students what they can get and do after studying the learning material. It means teacher must explain instructionally.
- b) Explain the benefit of the knowledge, skills or attitudes and values to be learned and how it can be applied in the life for future.
- c) Enthusiasm.

---

<sup>11</sup> John M.Keller, *Motivational Design for Learning and Performance*, (U.S.A: Florida State University, 2010), p.48.

<sup>12</sup> Djamarah Sopah, "Model Pembelajaran Arias", <http://www.depdiknas.com/31082015>,p. 4.

<sup>13</sup>Suciati, et. al., *Teori Belajar, motivasi dan Keterampilan Mengajar*, (Jakarta: PAUPPAI, 1996), p. 5.

### 3) C (Confidence)

Confidence refers generally to people's expectancies for success in the various parts of their lives.<sup>14</sup> Self-esteem is evaluative dimension that comprehensive of self. Confidence is also called self-esteem or self-image.<sup>15</sup> In a terminology confidence is conviction of a person that he is able to handle any situation with calm.<sup>16</sup>

According to Norman Vincent Peale in her book *The Power of Positive Thinking*, "a person must not possibly become really happy or successful without having a fundamental confidence. Confidence is indeed absolutely necessary to be happy in life."<sup>17</sup>

Confidence is convinced attitude that herself is right, strong and capable in confront of impending problem. Consider the importance of confidence, the task for teacher to make self confidence in students, with the result that students capable in any lesson.

---

<sup>14</sup> John M.Keller, *Motivational Design for Learning and Performance*, (U.S.A: Florida State University, 2010), p.136.

<sup>15</sup> John W. Santrock, *Adolescence (Perkembangan Remaja)*, (Jakarta: Erlangga, 2003), p.336.

<sup>16</sup> Hambly K., *Bagaimana Meningkatkan Rasa Percaya Diri*, (Jakarta: Arcan, 1995), hlm.3.

<sup>17</sup> Aaron Lumpkin, *You Can be Positive, Confidence and Courageous*, (Jakarta: Erlangga, 2005), p.82.



Strategies can be developed to increase confidence are:<sup>18</sup>

- a) Increasing hopes for successful students, with emphasis on the successful experience of students. For example, prepare the lesson to easily understood students, organized from easy material to difficult material.
- b) Arrange learning in smaller part, until the students are not demanded to learn more all at once.
- c) Increasing hopes for successful students with stating the requirements to success. This can be done with convey the purpose of leaning and criteria for test or exam at the beginning of learning process. This is done in order to help students have a visible image of what to expect.
- d) Increasing hopes for successful students with using control strategies. The success of self-students are on their own. For example, by including learning strategies and criteria for determine the success or failure of students in the lesson planning.
- e) Give constructive feedback during the learning process so that students know and understand

---

<sup>18</sup> R. Angkowo, dan A. Kosasih, *Optimalisasi Media Pembelajaran*, (Jakarta: Grasindo, 2007), p. 41-42.

how personality during their education and improve their weakness.

#### 4) S (Satisfaction)

According to Arthur S. Reber, and Emily Reber in *The Penguin Dictionary Of Psychology*, "satisfaction an emotional state produced by achieving some goal"<sup>19</sup>

According to J. P. Chaplin in a dictionary of psychology satisfaction is a condition of happiness and safety, because people have reached a goal or target.<sup>20</sup>

Satisfaction is feeling happy, positive feeling can appear if the appreciation toward students. The Satisfaction of achieve goals is affected by the consequences received, both from inside and outside of students. To improve and keep the motivation of students, teacher can use reinforcement like a compliment, giving opportunity, and so on.

Reinforcement is an event that teacher uses to increase students behavior in order to manage the environmental events that follows students desired

---

<sup>19</sup> Arthur S. Reber, dan Emily Reber, *The Penguin Dictionary of Psychology*, (England: Penguin Books, 2001), p. 644.

<sup>20</sup> Kartini Kartono, *Kamus Lengkap Psikologi*, (Jakarta: Raja Grafindo Persada, 2005), p. 444.

ways of behaving.<sup>21</sup> The term reinforcement is currently use more in relation to response learning that to stimulus learning. For example, teacher gives a praise or reward to students that indicate the good effort, gives the high score to the achievement reached.

Strategies can be developed to increase satisfaction are:<sup>22</sup>

- a) Use verbal praise and feedback are informative, not a threat or the equivalent.
- b) Give opportunities for students to immediately use or practice the new knowledge learned.
- c) Ask the other students who have mastered a skill or knowledge to help their friends who have not successful.
- d) Compare the achievement of students with the teacher achievement in the past or a certain standard, not with the other students.

## **2. EFL (English as a Foreign Language)**

English, as a world language, is taught among others in school, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity. In

---

<sup>21</sup>Johnmarshall Reeve, “*Reinforcement*”, <http://www.education.com-reference> article reinforcement, accessed November 17<sup>th</sup> 2015 at 11:05 p.m.

<sup>22</sup> R. Angkowo, dan A. Kosasih, *Optimalisasi Media Pembelajaran*, (Jakarta: Grasindo,2007), p.43.

foreign language situation of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning of the foreign language. The teaching of modern languages in schools has an sets out to learn English has a clear instrumental intention; to be able to communicate with English-Speaking tourist or friends, to be able to read English in book and newspaper.<sup>23</sup>

a. Teaching Reading in EFL Class

Reading is one of the important skills of a foreign language that is aimed to be taught to students in EFL class. Also it is not an easy course to comprehend for the foreign language students because reading is a complex process.

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

Reading is a process where a person willing and able to accept for something under review by the reader.

---

<sup>23</sup> Geoffrey Broughton, et al., *“Teaching English as a Foreign Language”*, (USA and Canada: British Library Cataloguing, 2003), p.6-7

Another meaning is that reading is able to make someone who is not familiar idea.

In English as a Foreign Language class reading is one of the four main skills in language learning and also one of the hardest one for a foreign language learner.

To accomplish this goal, there are some strategy can use by teacher, those are:<sup>24</sup>

- 1) Predict – declaring in advance or to foretell on the basis of observation and or experience.
- 2) Visualize – forming mental pictures of scenes, characters and events.
- 3) Connect – to link two things together or to associate and see a relationship.
- 4) Question – to inquire or examine.
- 5) Clarify – to make understandable or to become clear and free of confusion.
- 6) Summarize – to concisely obtain the essence or main point of the text.
- 7) Evaluate – to form an opinion about what you have read.

These seven areas can be linked to various strategies to improve the effectiveness of each reader. The “predicting, visualizing, and connecting” areas can

---

<sup>24</sup> Reading Comprehension in Teaching English as a Foreign Language (página 2) - Monografias.com, accessed on March 31<sup>st</sup> 2016

implemented as before reading strategies. The “question and clarification” areas are implemented as during reading strategies whereas, “summarizing and evaluating” are implemented as after reading strategies.

The goal of teacher is to help students apply reading strategies to become effective readers. Furthermore, strategies help students when they are reading and strategies are used in various tasks.

b. Teaching Writing in EFL Class

There are several reasons why we want and need to write. Basically, we write to communicate. However, for most high school students in Indonesia as a Foreign Language, they write for no better reason than that they are required to write. In fact, tests can be used as a strategy to motivate students to learn to write in English. Seeking jobs may also get students to think they need to learn to write in English.

Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that we create a science education that helps students see that writing requires steps to find, plan and create a draft text.<sup>25</sup>

---

<sup>25</sup> Geoffrey Broughton, et al., “*Teaching English as a Foreign Language*”, (USA and Canada: British Library Cataloguing, 2003), p.118.

Furthermore Carderonello and Edwards (1986:5) explain in their book *Rough Draft* as follows: specify that there are five components in the process of writing, namely:<sup>26</sup>

- 1) Inventing: Namely to find and generate ideas / ideas of students, what will students write or tell, steps can find ideas in many ways such as reading, talking, brainstorming, questions, etc. mind mapping.
- 2) Planning: the stages of how students are trying to determine how to convey ideas. This stage students will be raised the issue, purpose, reader, text structure and tone of the text to be written.
- 3) Drafting: In this stage, students tried to form a material or materials into text. Draft sustainable written, from draft 1, draft 2 and draft 3 to be the final result.
- 4) Revising: revise including adding a new idea, another idea of eliminating some of the words or ideas that do not need or reconstruct what has been written in the draft.
- 5) Editing: Editing is polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

---

<sup>26</sup> Hamdani, “*How to Teach Writing Skill in Junior High School as a Foreign Language*” <http://hamdanismangat.blogspot.co.id/2012/06/how-to-teach-writing-skill-in-junior.html> accessed November 18th 2015 at 03.00p.m.

These five component in process writing are strategies how the students can improve the effectiveness of writing skill for students.

c. Teaching Speaking in EFL Class

The mastery of speaking skill is a priority for many second and foreign learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language.

Speaking has meanings, bygate says that speaking is a skill deserves attention every bit as much as literary skills, in both first and second language. There two basic ways in which speaking can be seen as a skill, they are:<sup>27</sup>

- 1) Motor perceptive skills, including articulating, perceiving, recalling in the correct order sounds and structure of the language.
- 2) Interaction skill, which cover making decision about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intentions, while maintaining the desired relation with other.

Based on the meaning above, the researcher concludes that someone who wants to speak a foreign language to know the rules of that language, like

---

<sup>27</sup> Martin Bygate, *Speaking*, (New York: Oxford University Press, 2004), p.5.



grammar, vocabulary, pronunciation, and word order, and to use them properly in communication.

Now many linguistics and EFL teachers agree on that students to speak in the foreign language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teacher should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

There four things that students need to do with “new” language be exposed do it, understand its meaning, understand its form (how it s constructed) and practice it.<sup>28</sup>

The goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition.

---

<sup>28</sup>Harmer, Jeremy. *How to Teach Language: “An Introduction to the Practice of English Language Teaching”*, (Addison Wesley Longman Limited, . 1998), p.52.

Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English-speaking environment. The goal is not to produce fluent English speakers but to produce learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Language learning can take place only through natural process, which operates when a person involved in using the language for communication. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process.<sup>29</sup>

The very term conversation class is imprecise as it refers partly to the mode of teaching and may also refer to the content of what is taught. The idea is that, by simply conversing, the teacher shows the student how to hold a conversation himself.

d. Teaching Listening in EFL Class

At first sight it appears that listening is a passive skill, and speaking is an active one. This is not really true, since the decoding of a message (i.e listening) calls for

---

<sup>29</sup> Emma Rosana Febriyanti, *“Teaching speaking of English as a Foreign Language: Problem and Solution”*, (FKIP Universitas Lambung Mangkurat: Banjarmasin), p.5.

active participation in the communication between the participants.<sup>30</sup>

Teaching listening requires a bit more on the part of the teacher than that of the students. One of the principle of teaching listening, as I believe, should be “Language material intended to used for training listening comprehension should never be presented visually first”. Good listening lesson go beyond the main listening task itself with related activities before and after the listening. These are the process how to teach listening:<sup>31</sup>

1) Pre-Listening stage

Some activities before listening may serve as preparation or warm-up for listening in several ways. These function as “reference” and “framework” by giving prior knowledge of listening activities.

2) While-Listening stage

Activities in this stage must follow the students’ specific needs, instructional goal, listening purposes and students’ proficiency level. While listening activities directly relate to the text and

---

<sup>30</sup> GeoffreyBroughton, et al,. “*Teaching English as a Foreign Language Secoond Edition*”, (USA and Canada: British Library Cataloguing, 2003), p.65.

<sup>31</sup> GeoffreyBroughton, et al,. “*Teaching English as a Foreign Language Secoond Edition*”, (USA and Canada: British Library Cataloguing, 2003), p.66-68.

listeners are asked to do these during or immediately after listening.

3) After-Listening stage

Post listening activities can be used to check comprehension, evaluate listening skill, use of listening strategies and use the knowledge gained to other contexts. So, these are called listening exercise at all and defined as “follow-up works”.

These are the process how to teach listening for students as a foreign Language. It is can make teacher more-easy when give the students listening lesson.

**3. Factor Influencing English as a Foreign Language Class**

According to Campbell (1967), perception is defined as something that is being observed and what and what is said about it. The researcher also mentioned that perception is a process where one will form an impression about someone or something. Based on the definition, perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception.

Perception involved more process of thinking as a result of the information received from the sensory system regards certain things or events. It is the output process where

the judgment or beliefs were produce by an individual and it influenced the way they think and feel.<sup>32</sup>

In the perception of a student who is in Indonesia which is commonly called the English as a foreign language that students new to or learn a foreign language for the first time they should have a good attitude. They assume that an educator who teaches foreign language to them should he who really understand it.

When teacher teaches a foreign language to the students should pay attention to several factors that influence the students in learning English. There are several factors that affect learning English as a foreign language. These factors are:<sup>33</sup>

a. Mother Tongue

Not infrequently the mother tongue or first language as a barrier to learning a foreign language. Sometimes in learning English as a foreign language, students use code switching between their first language and their foreign language. But, it is not to be barrier for their learning in class. Spelling, pronunciation, intonation, vocabulary, or sentence structure is different between the

---

<sup>32</sup> Jerry Anak Ahen, *Research students perception toward English for self expression*, (faculty of Cognitive Science and Human Deveopment: University Malaysia Sawarak: 2009), p. 11.

<sup>33</sup> Kasihani KE Sugiyanto, “*English for Young Learners*”, <http://www.b13anastapiana047.blogspot.co.id/>, 15042016.p.1

first language and second language, sometimes make it difficult to learn.

b. Instructional Materials

The selection of materials as teaching materials with techniques appropriate to the age and interest of the students will give its own attraction for students in learning. Teaching materials that should be able to invite students to active learning, which has a clear and meaningful purpose.

c. Social interaction

Communication between students and teacher or between students and students will give a warm sense of security to the students and enhance confidence social interaction is also helping children to use language and make them learn for each other.

d. Media of learning

Foreign language learning would be more effective if supported by the media to support the learning activities for the students like thing that are visual.

e. Family background

Factor family or social background also may support or hinder the students' success in learning a foreign language. Such as the availability of dictionaries, books, or television channels even support foreign parents is a factor that can affect the way of learning.

#### **4. ARCS Model in English as a Foreign Language Class**

Learning English is one of the learning which is required in every school. Consider the students that English is difficult subject, boring, and saturated because as a foreign language they have to know the wording and meaning even word. Many of those who lost their motivation to learn English and have the impact for learning process become did not effective.

Saturation can come to the learners who lose motivation, it comes to the learners because of bored and tired. One of the efforts that teacher can do in learning English as a foreign language in motivating the learners is to use the ARCS Model.

The implementation of the ARCS Model in learning English is as follows:

##### **a. Attention**

Attention is the characteristic of a person who is generally motivated by curiosity. Curiosity is a sense that appears in a human. A professional teacher must be aware that in the process of learning the English as a Foreign Language is very important to evoke the curiosity of Learners against what he learned. Therefore, teacher must have the creativity to be able to encourage curiosity so that Learners interest and attention to the material studied.

Some of the ways that can be used to arousing curiosity, interest, and attention of learners, among others:

- 1) Use learning method that have variation
- 2) Use a media to complete the learning
- 3) Use an humor to complete the learning
- 4) Use example of real events
- 5) Use the technique asks to engage the learners.

b. Relevance

Relevance indicates the existence of relationship, the relationship between the needs of the students with the materials studied. There are three strategies can use to indicate the relevance in learning is as follows:

- 1) Convey to the learners what would they have do after studying the learning materials.
- 2) Explain the benefits of knowledge or skill to be learned.
- 3) Give an example, assessment or test directly related to the condition of the learners (enthusiasm)

Like a learning process as a general rule if a person have not motivation to learn, it is impossible they will capable the lesson well. Relevance indicates the connection between the materials studied with the needs of student's conditions. Learners will be motivated when they feel that what is learn can fill the personal requirement or useful and appropriate for the values.



c. Confidence

Confidence is a belief that he able to do something. Attitude of confidence are important to be imparted to the students, with the confidence the students are able to accept the material teach by the teacher.

Strategies that can be done by teacher to improve students' confidence are:

- 1) Expectations of success
- 2) Arrange the learning
- 3) Give good constructive feedback

d. Satisfaction

Satisfaction is a feeling happy because it has getting on to do something. Satisfaction can encourage students to learn, because it is motivate to achieve the success.

- 1) Use of praise
- 2) Give an opportunity to show their capability.
- 3) Give an opportunity to help a friend.

Thus ARCS Motivation Model learning can be used in learning English to improve students' motivation.

## **CHAPTER III**

### **REAEARCH METHOD**

This chapter focuses on giving research method of the research. Research method is aimed at giving a direction how the research was conducted. This chapter covers the research design, source of data, subject of the research, data collection technique, and data analysis technique.

#### **A. Research Design**

The goal of this study is to get clear description of the teacher teaching using ARCS Model in EFL Class in the eleventh grade of MA NU Salafiyah Demak in the academic year of 2015/2016. It is natural process to apply the method even if need the improvement. So the writer decides to use qualitative approach to the study.

Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.<sup>1</sup> There are two kinds of research namely Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentence, and in Quantitative research, the data is analyzed using number. Richard and Cook (cited in Nunan's book: "*Research*

---

<sup>1</sup> David Nunan, *Research in Language Learning*, (USA, Cambridge University Press, 1992), P.23.

*Method in Language Learning*”) draw a distinction between quantitative and qualitative research as follows:<sup>2</sup>

*Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assume the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insight and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected).*

From the definition above, a research that be the researcher use is qualitative research, because the data are descriptive in the forms of written and spoken. This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participant directly. Therefore, researcher will visit to the setting to do observation.

## **B. Research Setting**

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or

---

<sup>2</sup> David Nunan, *Research Method in Language Learning*, .... P.23

statistical data.<sup>3</sup> If the researcher uses interview to collect the data, someone who responds or answer the researcher question is the source of data. If the researcher uses observation to collect the data, the source of data is the movable thing or the process which is observed.

The source of data in this research is as follow:

1. The headmaster who gives information about the history of establishing school, the aims in Teaching English for the students.
2. The teacher who gives some instructional information.
3. The teaching strategies in eleventh grade of MA NU Salafiyah that will be observed by the researcher.
4. The school files (the data of teachers and students, lesson schedule), students worksheet, students exercise book, and pictures.

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. So, the researcher has to go to the setting directly.<sup>4</sup> Therefore, selecting the suitable setting is necessary to be concerned. The researcher selects MA NU Salafiyah Demak as setting of this research because one of the schools that implement the specific strategies in teaching English

---

<sup>3</sup> exy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2005), p. 216.

<sup>4</sup> Nurul Zuriah , *Metodologi Penelitian Sosial dan Pendidikan*, (Jakarta: PT. Bumi Aksara, 2006), p.93.

as a foreign language especially in teaching learning English that is use ARCS Model. In other word, this setting is suitable with the goal of this research. And the researcher had collected the data during four weeks on February in Academic year 2015/2016. Nevertheless, the researcher just observed on the eleventh grade.

### **C. Data Collection Technique**

The technique could indicate whether the research is successful or not. To reach the goal of research, the instrument should be made as valid as possible. In this research data collection technique was used as below:

#### **1. Classroom Observation**

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted.<sup>5</sup> In this classroom observation, the subject of observation are teacher and students' activities in English language teaching learning. It focused on the teaching and learning strategies using the ARCS Model. The researcher uses non participatory observation, in non participatory observation, the researcher does not participate in the activity of the research object.<sup>6</sup>

---

<sup>5</sup> David Dunan, *Research Method in Language Learning*. (USA: Cambridge University Press, 1992); p.93.

<sup>6</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Rosda Karya, 2007) Edisi Revisi, p.176.

## 2. Questionnaire

Arikunto states a questionnaire is a number of written questions which are used to gain information from respondent about the respondent themselves or their knowledge, believe, etc. There are two types of questionnaire:

- a. Opened questionnaire: the respondent can answer the questions using their own sentences.
- b. Closed questionnaire: the respondent can directly choose the appropriate answer.<sup>7</sup>

In this research, the writer used the closed questionnaire to know the perceptions of students in using ARCS Model to teach English in MA NU Salafiyah Demak in the academic year of 2015/2016. The questionnaire itself was actually written in Indonesia. The writer thought it would be easier for the respondent to understand the question or statement stated in the questionnaire. The participants to answer his questionnaire consist of 28 students, it is one class in XIA of MA NU Salafiyah Demak. The questionnaire consist of 15 question.

## 3. Interview

Interview is the technique of data collection by asking question to the respondents and the answer will be noted or

---

<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, P.236

recorded.<sup>8</sup> Interview is done to get further instructional information about teaching and learning process of using ARCS Model at MA NU Salafiyah Demak. The researcher interviewed the teacher who teaches at the eleventh class and some of students at the eleventh class.

In the interview, the researcher used the general idea to interview. In the interviewing the teacher, the general idea includes the teaching learning strategies in using ARCS Model. The researcher interviewed the teacher once time that is on Tuesday, May 7<sup>th</sup> 2016.

## **D. Data Analysis Technique**

### **1. Classroom Observation**

In this research, observation is the main technique. Because the observations' data is the main data that will be used to know the implementation of ARCS Model in EFL Class at eleventh grade of A NU Salafiyah Deak in the academic year of 2015/2016.

The researcher used the data from observation in order to know about teachers' strategy when using ARCS Model in EFL Class.

The researcher gets the data from two observation, first, from listening and reading skill class and second from

---

<sup>8</sup> M. Iqbal Hasan, *Pokok-Pokok Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p.85.

writing and speaking skill class. After the researcher gets the data, the researcher analyzes how the implementation of ARCS model in EFL class with describe it one by one.

## **2. Questionnaire**

Data from questionnaire were collected to know the students perception on the use of ARCS model. Data from the questionnaire that can be either qualitative data. So that the data can be analyzed then be converted into quantitative data (Suharmini Arikunto, 2002:96).

From the result of the calculation in the formula would result in percentage figures.

The Formula for descriptive analyzes percentage (DP) is:

$$DP : n / p * 100\%$$

Description:

DP : expected score

n : number of scores obtained

p : number of maximum scores

(Sutrisno Hadi, 1980: 164)

Analysis of research data adjust for research purposes, so use percentage analysis. The result of the analysis were presented with a table of descriptive presentation criteria. Then sentences are qualitative.



### **3. Interview**

The data from the interview was conducted with English teacher on May, 7<sup>th</sup> 2016. The data were also transcribed, categorized, and interpreted as an additional data to answer research question. There were the steps in analyzing data through interview. First, transcribing the data based on the audio recording and researchers' note. Second, the researcher reduced inappropriate data which were not relevant to the study. Afterwards, categorizing the data into several themes. Last, the researcher related the data theories and previous research to address the research question.

### **E. Data Analysis Technique**

The result of the data can be reached after gathering the data from questionnaire and interview. Data was analyzed by using frequency. The formula is used to analyze of close-ended questionnaire. It is conducted by calculating the frequencies an item answered by respondents.

Besides using those formulas, the data also checked through interview and documentation to make the analysis more accurate. After that, data is described based on the result of the formula interview and documentation study.

Below are some steps in analyzing the data.

1. Having collected the data from questionnaire and the writer checks number of questionnaire that given back.

2. Arranging interview to get depth information from the questionnaire.
3. Classifying the answer of questionnaire
4. Calculating the frequencies of item in questionnaire
5. Analyzing and interpreting the data from questionnaire and interview
6. Describing the result of the data into words from questionnaire, interview and study of documentation to answer research question

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

In this chapter, the researcher would like to analyze the data gathered from the research. The data obtained from the teaching learning process in EFL Class. He researcher is going to describe the teaching and learning process of EFL Class using ARCS Model conducted at MA NU Salafiyah Demak in terms of teaching strategy, and students perception in teaching learning process using ARCS Model.

#### **A. DATA DESCRIPTION**

##### **1. The Implementation ARCS Model in English as a Foreign Language Class**

##### **a. The implementation ARCS Model in Teaching Listening and Reading**

##### **1) Attention**

To make students' attention in teaching listening in EFL Class, teacher motivate by using:

##### **a) Learning method**

In learning method, it has been described in previous, English teacher at MA NU Salafiyah Demak using many variety of learning methods.

In lesson, first teacher uses speech methods to explain the material theoretically, and followed with warm up and then gives the material.

The use of warming up in listening skill to make students interest when join in listening class and did not bored in learning process.<sup>1</sup>

b) Learning media

English teacher at MA NU Salafaiyyah Demak used existing media that can be used for materials that require a lot of explanation to effective communication between teachers and students. By using varied media can enhance the spirit and enthusiasm in learning so that students will be interested and give attention the material being taught.<sup>2</sup>

c) Humor

Different with warming up, in humor teacher tries to make the atmosphere in a class did not intense. Sometimes encountered students look tired because it is too serious and have particular problem. With humor, class intenseness can be minimized, the noisy in classes can be alleviated.

---

<sup>1</sup> Interview with English teacher on May 7<sup>th</sup> 2016

<sup>2</sup> Interview with English teacher on May 7<sup>th</sup> 2016

## 2) **Relevance**

In teaching listening at MA NU Salafiyah Demak, teacher tries to show the relevance of the material to needs of students.

### a) Teacher shows the objective of learning

Teacher explains to the students about the instructional purposes learning or competency standard of what is to be achieved after learn the material. Teacher also appeal for them to achieve these standard in order to get complete value and can improve their ability in a foreign language.<sup>3</sup>

### b) Teacher shows the benefits of learning

Material provided by the teacher should benefit for students. Teacher tried to show the benefits of students' needs both for present and future to come, so that students hooked and motivated for enthusiasm in learning.

### c) Enthusiasm

Teacher as a leader for students was showing enthusiasm, because it will affect the enthusiasm of students in participating learning. Enthusiastic students who will always be exited in learning and do not ignore the material.

---

<sup>3</sup> Observation at the eleventh grade, on May 3<sup>rd</sup> 2016

English teacher at MA NU Salafiyah Demak always shows the enthusiasm attitude for the students. This can be shown by intensity of teacher presence, spirit in teaching, and always concerned with problem every students.<sup>4</sup> Teacher also attention to the students, smile that shows friendliness, not irritability, and respect of their students as well be patient.<sup>5</sup>

### **3) Confidence**

The confidence will affect the motivation of students in learning. In learning, English teacher at MA NU Salafiyah Demak constantly improve the confidence of students with ensure that they are able to accept good material although sometimes they found the difficulties.

The ways teacher provide to make students have self-confidence are:

#### **a) Expectation of success**

It was among students who feel less competent against an English subject, so that will make them easy to give up and there is no effort to fix these capabilities.

---

<sup>4</sup> Interview with English teacher

<sup>5</sup> Observation at eleventh grade of MA NU Salafiyah Demak

The ability of students to receive the material are different, so English teacher at MA NU Salafiyah Demak make sure that basically every students can master the material, it is just how and when their do are different, there is students' fast in receive material and also some are slow. For slow the teacher always advice never give up and give hope-ness that they can successful if always try and learn maximally. With hopes to be successful, students will be motivated to be more active learn to achieve the success in achievement.

b) Arrange the learning process

In preparing the lesson plan, teacher use systematic design to successful learning. English teacher prepares lesson plan in such a way into smaller part, starting from material easy to more difficult material by observing that previously material able to support the next material so more easily mastered by students. By mastering the material the students will increase their trust for their abilities, so they feel confident to master the next material more difficult.<sup>6</sup>

---

<sup>6</sup> Interview with English teacher

c) Give good constructive feedback

After teacher delivered the material, teacher always tries to give feedback by asking question to students about the material just they have gotten. If students have been mastered, then the material should not be discussed again and continuing to the next material. But if there are many students who have not understood, then the teacher should repeat part has not been understood by explaining carefully so that students easy to understood.

Feedback has been done by English teacher at MA NU Salafiyah Demak by asking students to express things they do not understand or that they understand, and with observation of the behavior of students through question that are comprehensive.<sup>7</sup>

**4) Satisfaction**

To implement the satisfaction to the students, English teacher at MA NU Salafiyah Demak done by as follows:

a) Use of praise

English teacher at MA NU Salafiyah Demak always trying to grow satisfaction of

---

<sup>7</sup> Interview with English teacher



students in learning. This can be done by giving praise to them. Praise are given if students have managed something related with learning or provide the positive attitude.

The praise given by English teacher, like: “great, you have a good listening skill, you can answer correctly”. The sincere praise and a smile sympathetic strengthen students can create their proud and pushing to be better. And then teacher gives additional raise by, “give applause to you all”.<sup>8</sup>

b) Give an opportunity to show their capability

English teacher at MA NU Salafiyah Demak always provides students’ opportunities to show their abilities. It is done by asking the students who have mastered the material taught to be practiced in front of his friends, for example with answer the question from the teacher.<sup>9</sup>

c) Give an opportunity to help their friends

The level of students’ understanding to the material are different. Mostly a problem in class are not all students in class have the same understanding the material delivered by teacher.

---

<sup>8</sup> Observation at eleventh grade of MA NU Salafiyah

<sup>9</sup> Observation at eleventh grade

In this case, English teacher at MA NU Salafiyah Demak gives chances to the students who have mastered the material can help their friends who have not understand yet. This way can manage the time for teacher when delivered the material.<sup>10</sup>

**b. The implementation ARCS Model in Teaching Writing and Speaking**

**1) Attention**

Students did not always ready and focused their attention at the beginning or during learning activity. Teacher needs to make interest and students' attention of the learning material through an appropriate strategy that will affected in result of learning.

Strategy that teacher applied to make students attention are:

**a) Learning method**

English teacher at MA NU Salafiyah Demak tries to use many variety of learning method in teaching learning process. In teaching writing and speaking, teacher tries to apply a good learning method that can make students have pay attention well the material and did not bored in class delivered by teacher.

---

<sup>10</sup> Interview with English teacher

In teaching writing and speaking, first teacher use speech methods to explain what they will learn in class today. After it teacher gives instruction what students' have to do in learning activity today and students have done what teachers' instruct.

b) Learning Media

Learning media used by teacher in writing and speaking class are simple media. Because the learning method in this class did not difficult. English Teacher at MA NU Salafiyah Demak use simple media such as; whiteboard, book, and sometimes picture in class.<sup>11</sup>

c) Humor

Sometimes, students in class are feel bored in following the activity given by their teacher. To manage this case, sometimes teacher can applied humor to make students pay attention again and focus what their teacher delivered the material.<sup>12</sup>

**2) Relevance**

Relevance indicates a relationship. What is meant the relationship here is how teachers can

---

<sup>11</sup> Observation at eleventh grade of MA NU Salafiyah Demak

<sup>12</sup> Interview with English teacher

motivate students by showing the relationship between materials to their needs, so students feel that learning has many uses.

In English teaching learning writing and speaking skill at MA NU Salafiyah Demak, teachers try to show the relevance of the material to the needs of students, among others:

a) Teacher shows the objective of learning

English teacher at MA NU Salafiyah Demak always suggested the instructional objectives to be achieved, because by knowing the objective will encourage the students to try achieve the goals with standard determined to get their needs for achievement, as well as achieve objectives according to their daily needs.

Before delivered the material, teacher always explain what the objective or standard competence to be achieve after learn the material.<sup>13</sup>

b) Teacher shows the benefit of learning

What teacher delivered to the students have many benefit to their life. Teacher tries to show what students' learn will be giving many

---

<sup>13</sup> Observation at eleventh grade

benefit for present and future to come. So it will make students have more motivation in learning.

c) **Enthusiasm**

The way English teacher at MA NU Salafiyah Demak always showing the enthusiasm attitude for the students by the intensity of teacher presence, spirit in teaching, and always concerned with problems every student.<sup>14</sup> They also attention to students, smile who shows friendliness, not irritability, respect of their students as well be patient.<sup>15</sup>

Because of students will be imitate what teacher show to them. So teacher at MA NU Slafiyah Demak have to give a good attitude to make student enthusiasm in join her class and have motivated more after know the good attitude given by teacher.

**3) Confidence**

The confidence will affect the motivation of students in study. In learning, English teacher MA NU Salafiyah Demak constantly improve the confidence of students with ensure that they are able

---

<sup>14</sup> Interview with English teacher on May 7<sup>th</sup> 2016

<sup>15</sup> Observation at eleventh grade of MA NU Salafiyah Demak

to accept good material although sometimes they found the difficulties.

The ways teachers' provide to make students' have self-confidence in teaching writing and speaking are:

a) Expectation of success

The ability of learners to receive the materials are different, so English teachers in MA NU Salafiyah Demak make sure that basically anyone can master the material, it's just how and when their do are different, there is a rapid and some are slow . For slow, the teacher always advised never give up and give hope-ness that they can successful if always try and learn maximally. With hopes to be successful, students will be motivated to be more active learn to achieve success in achievement.

b) Arrange the learning process

In preparing the lesson plans, English teacher at MA NU Salafiyah Demak use systematic design to successful learning. English teacher prepares lesson plan in such a way into smaller parts, starting from material easy to more difficult material by observing that previously material able to support the next material so more

easily mastered by the learner. By mastering the material the students will increase their trust for their abilities, so they feel confident to master the next material were more difficult.<sup>16</sup>

c) Give good constructive feedback

Feedback had been done by an English teacher at MA NU Salafiyah Demak in teaching writing and speaking skill by asking students to demonstrate what the teacher gives assessment to them.<sup>17</sup>

#### **4) Satisfaction**

Reinforcement that can provide a sense of proud by students and satisfied the students are important and necessary in activities learning. This is necessary if learners have successfully do something, so it will be motivated to repeat the success at the next opportunity.

To implement the satisfaction to the students, English teacher at MA NU Salafiyah Demak done as follows:

a) Use of praise

English teachers at MA NU Salafiyah Demak always trying to grow satisfaction of

---

<sup>16</sup> Interview with English teacher

<sup>17</sup> Interview with English teacher

students in learning. This can be done by giving praise to them.

The praise given by the English teachers, are: “excellent, your pronunciation are good, but please attention more in grammatically”. The sincere praise and a smile sympathetic strengthen students creates their proud and pushing to be better.

b) Give an opportunity to show their capability

English teacher at MA NU Salafiyah Demak always provides students opportunities to show their abilities. It is done by asking the students who have mastered the material taught to be practiced in front of his friends, for example with answer question for teacher.

c) Give an opportunity to help their friends

Students' understand to a material were different. Before teacher repeat the explanation of material, teacher asks to the students who wants to give conclusion the material had been delivered by teacher. This way to give students' opportunity to help their friends generally in class to understand what the teacher explain. It is can



make students feel proud with their ability and can make students imitate what their friends do.<sup>18</sup>

## 2. Students perception on the use of ARCS Model

Table 4.1

Learning English are fun for you		
OPTION	STUDENTS	%
Highly Agree	4	14,28%
Agree	15	53,57%
Neutral	7	25,00%
Disagree	2	7,14%
Highly Disagree	0	0

The questionnaire number 1 shows that 4 students are Highly Agree that they are fun in teaching learning English process, however, 15 students or 53,57% of the students agree that they are fun. Then, 7 students or 25,00% neutral, it is mean that seldom students fun and 2 students or 7,14% disagree that they learn English did not fun. From the explanation, the researcher concludes that English teaching learning process fun to the students.

Table 4.2

You are difficult to understand English lesson because it is a foreign language for you		
OPTION	STUDENTS	%
Highly Agree	5	17,85%
Agree	3	10,71%
Neutral	0	0
Disagree	14	50,00%
Highly Disagree	6	21,42%

---

<sup>18</sup> Interview with English teacher

The question number 2 shows that 5 students or 17,85% highly agree that the students are difficult to understand English lesson because it is a foreign language for them, however 3 or 10,71% just agree that they are difficult to understand English lesson because it is a foreign language for them. But, 14 or 50,00% disagree that they are difficult to understand English lesson, and even 6 or 21,42% highly disagree that they are difficult to understand English lesson because it is a foreign language for them. From the data, the researcher concludes that the students in teaching learning English as a foreign language did not difficult to understand English lesson, because 20 students or 71,42% give positive responds.

Table 4.3

ARCS Model learning are able to create the appropriate teaching and learning motivation		
<b>OPTION</b>	<b>STUDENTS</b>	<b>%</b>
Highly Agree	12	42,85%
Agree	11	39,28%
Neutral	5	17,85%
Disagree	0	0
Highly Disagree	0	0

The questionnaire number 3 shows that 12 students or 42,85% highly agree that ARCS model learning are able to create the appropriate teaching and learning motivation to the students, meanwhile, 11 students or 39,28% also agree that ARCS model learning are able to create the appropriate

teaching and learning motivation. In other words, 5 students or 17,85% just neutral for ARCS model learning are able to create the appropriate teaching and learning motivation. It means that the majority of the students about 23 students or 82,14% give positive response that they believe that ARCS model learning are able to create the appropriate teaching and learning.

From the explanation above, the writer believes that the use of ARCS Model motivational learning in teaching learning process can give positive effect to the students. However, the most important thing is the relationship among students and the teacher because it can give effect psychologically in teaching learning process. And it can increase the students' motivation in learning English.

Table 4.4

The ways teacher teach are fun and attract the attention and interest of you		
OPTION	STUDENTS	%
Highly Agree	9	32,14%
Agree	13	46,42%
Neutral	0	0
Disagree	6	21,42%
Highly Disagree	0	0

From the questionnaire number 4, it shows us that 9 students or 32,14% highly agree that the ways teacher teaches are fun and attract the attention and interest of you and 13 students or 46,42% agree that the ways teacher teaches are fun

and attract the attention and interest to the students. Nevertheless, 6 students or 21,42% disagree that the ways teacher teaches are fun and attract the attention and interest to the students. It means that 22 students or 78,57% give positive response and 6 students or 21,42% gave negative response.

The use of ARCS model in attention component shows that one of the strategies in teaching English as foreign language is humor. So, how teacher teaches in a class helps students comprehend with English, because teacher teach students with humor not make students' bored.

Table 4.5

Teacher implement the certain strategy with ARCS Model of motivation to support your learning		
OPTION	STUDENTS	%
Highly Agree	11	39,28%
Agree	14	50,00%
Neutral	0	0
Disagree	3	10,71%
Highly Disagree	0	

From the questionnaire number 5, it shows that 11 students or 39,28% highly agree when teacher implements the certain strategy with ARCS Model of motivation to support their learning and 14 students or 50,00% agree that teacher implements the certain strategy with ARCS Model of motivation to support their learning.. Nevertheless, 6 students or 10,71% disagree that teacher implements the certain

strategy with ARCS model of motivation to support their learning. It means that more positive response than negative response.

It means that when teacher was implemented ARCS model, the students have a more motivation in learning English.

Table 4.6

The ways teacher motivate make you interested in learning English		
OPTION	STUDENTS	%
Highly Agree	9	32,14%
Agree	13	46,42%
Neutral	0	0
Disagree	4	14,28%
Highly Disagree	2	7,14%

From the questionnaire number 6, it shows us that 9 students or 32,14% highly agree that the ways teacher motivates the students make them interested in learning English, and 13 students or 46,42% agree that the ways teacher motivates the students make them interested in learning English. Nevertheless, 4 students or 14,28% disagree and 2 students or 7,14% highly disagree that the ways teacher motivates the students make them interested in learning English. It means that 22 students or 78,57% gave positive response and 6 students or 21,42% gave negative response.

Table 4.7

Teacher gives relevant examples with your life when conveying learning objectives		
OPTION	STUDENTS	%
Highly Agree	5	17,85%
Agree	16	57,14%
Neutral	0	0
Disagree	6	21,42%
Highly Disagree	1	3,57%

From the questionnaire number 7, it shows that 5 students or 17,85% highly agree that teacher must gives relevant examples with their life when conveying learning objectives and 16 students or 57,14% agree that teacher must gives relevant examples with their life when conveying learning objectives. Nevertheless, 6 students or 21,42% disagree and 1 students or 3,57% disagree when teacher must gives relevant examples with their life when conveying learning objectives. It means that 21 students or 75,00% gave positive response and 7 students or 25,00% gave negative response.

The analysis of the result showed that the majority (75,00%) of students were in agreement that teacher must give the relevant examples with students' life when conveying learning objectives. This was probably because when teacher shows the relevant examples to the students it can easy for them to understand what the material will be learn and applied in their life in daily activity.

Table 4.8

Teacher delivered the learning English materials appropriate your needs		
OPTION	STUDENTS	%
Highly Agree	5	17,85%
Agree	14	50,00%
Neutral	0	0
Disagree	9	32,14%
Highly Disagree	0	0

From the questionnaire number 8, it shows that 5 students or 17,85% highly agree that teacher must delivered the learning English materials appropriate with students' needs, and 14 students or 50,00% agree that teacher must delivered the learning English materials appropriate with students' needs. Nevertheless, 9 students or 32,14% disagree with teacher must delivered the learning English materials appropriate with students' needs. It means that 19 students or 67,85% gave positive response and 9 students or 32,14% gave negative response for teacher must delivered the learning English materials appropriate with students' needs.

Table 4.9

Teacher gives the opportunity to students who able to answer difficult question from classmates		
OPTION	STUDENTS	%
Highly Agree	6	21,42%
Agree	15	53,57%
Neutral	0	0
Disagree	7	25,00%
Highly Disagree	0	0

From the questionnaire number 9, it shows that 6 students or 21,42% highly agree with Teacher gives the opportunity to students who able to answer difficult question from classmates and 15 students or 53,57% agree with Teacher gives the opportunity to students who able to answer difficult question from classmates. Nevertheless, 7 students or 25,00% disagree with Teacher gives the opportunity to students who able to answer difficult question from classmates. It means that more positive response (21 students or 75,00%) than negative response (7 students or 25,00%) for teacher gives the opportunity to students who able to answer difficult question from classmates.

Table 4.10

Teacher gives approbation to the students who able to answer the question correctly		
OPTION	STUDENTS	%
Highly Agree	9	32,14%
Agree	13	46,42%
Neutral	0	0
Disagree	4	14,28%
Highly Disagree	2	7,14%

From the questionnaire number 10, it shows that 9 students or 32,14% highly disagree that teacher gives approbation to the students who able to answer the question correctly and 13 students or 46,42% agree that teacher gives approbation to the students who able to answer the question correctly. Nevertheless, 4 students or 14,28% disagree and 2



students or 7,14% highly disagree that teacher gives approbation to the students who able to answer the question correctly. It means that 22 students or 78,57% gave positive response and 6 students or 21,42% gave negative response.

The analysis of the result shows that the majority (78,57% ) of students agree that teacher gives approbation to the students who able to answer the question correctly able to make students have a more spirit to learn English that have taught by teacher.

Table 4.11

When the teacher giving a reward to you make you more enthusiasm in learning English		
OPTION	STUDENTS	%
Highly Agree	8	28,57%
Agree	15	53,57%
Neutral	0	0
Disagree	4	14,28%
Highly Disagree	1	3,57%

The questionnaire number 11 shows that 8 students or 28,57% highly agree that teacher gives a reward to the students make them more enthusiasm in learning English and 15 students or 53,57% agree that teacher gives a reward to the students make them more enthusiasm in learning English. By contrast, 4 students or 14,28% disagree and 1 students or 3,57% highly disagree that teacher gives a reward to the students make them more enthusiasm in learning English.

From the data, the writer concludes that 23 students or 82,14% gave positive response.

Table 4.12

You bored when teacher teach monotonous without a certain model or method of motivation in class		
OPTION	STUDENTS	%
Highly Agree	6	21,42%
Agree	15	53,57%
Neutral	2	7,14%
Disagree	5	17,85%
Highly Disagree	0	0

From the questionnaire number 12 shows that 6 students or 21,42% highly agree that they bored when teacher teach monotonous without a certain model or method of motivation in class and 15 students or 53,57% agree that they bored when teacher teach monotonous without a certain model or method of motivation in class. But, there is students neutral that they bored when teacher teach monotonous without a certain model or method of motivation in class that is 2 students or 7,14%. Nevertheless, 5 students or 17,85% disagree that they bored when teacher teach monotonous without a certain model or method of motivation in class. From the data, the writer concludes that more positive response (21 students or 75,00%) than other.

Table 4.13

You are willing to learn even time is out		
OPTION	STUDENTS	%
Highly Agree	1	3,57%
Agree	10	42,85%
Neutral	0	0
Disagree	16	57,14%
Highly Disagree	1	3,57%

From the questionnaire number 13, it shows that 1 students or 3,57% highly agree that they are willing to learn even time is out and 10 students or 35,71% agree that they are willing to learn even time is out. By contrast, 16 students or 57,14% disagree that they are willing to learn even time is out and 1 students or 3,57% highly disagree that they are willing to learn even time is out. It means that 11 students or 39,28% gave positive response and 17 students or 60,71 gave negative response. From the data, the writer conclude that, the students are not willing to learn even time is out.

Table 4.14

You must have an English book or other reference, besides books from school or teacher.		
OPTION	STUDENTS	%
Highly Agree	4	14,28%
Agree	12	42,85%
Neutral	0	0
Disagree	10	42.85%
Highly Disagree	2	7,14%

The questionnaire number 14 shows that 4 students or 14,28% highly agree that they must have an English book or other reference, besides books from school or teacher, and 12 students or 42,85% they must have an English book or other reference, besides books from school or teacher. Nevertheless, 10 students or 42,85% disagree and 2 students or 7,14% highly disagree that they must have an English book or other reference, besides books from school or teacher. From the data, the writer concludes that 16 students or 57,14% gave positive response and 12 students or 42,85% gave negative response.

Table 4.15

You get improved in learning		
OPTION	STUDENTS	%
Highly Agree	9	32,14%
Agree	15	53,57%
Neutral	0	0
Disagree	4	14,28%
Highly Disagree	0	0

The questionnaire number 15 shows that 9 students or 32,14% highly agree that they get improved in learning, however 15 students or 53,57% just agree that they get improved in learning. By contrast, 4 students or 14,28% disagree that they get improved in learning. From the data, the writer concludes that 24 students or 85,71% gave positive response and 4 students or 14,28% gave negative response.

The report was supported by the interview data in which a teacher stated that because the students feel interesting and curious with the material and in teaching learning process.

## **B. DATA ANALYSIS**

### **1. The Implementation ARCS Model in English as a Foreign Language Class**

#### **a. The implementation ARCS Model in Teaching Listening and Reading**

In the implementation of learning, teacher should require to be able to present a good teaching and can create conditions of effective learning. Teachers also should be capable of evoking motivation of students' learning. With the motivation, students will concentrate to participated the learning activities in the classroom and capable to learning for accomplish of achieving the expected objectives.

Related to this, English teacher in MA NU Salafiyah Demak has implemented ARCS model of learning by trying to arouse attention, show the relevance, increase confidence, and create satisfaction of students in learning. In this case when applying the ARCS model, teacher combining two skill in learning. Such as listening and reading skill, and for speaking and writing skill.

The implementation of ARCS model in learning English at MA NU Salafiyah Demak was well-executed. This can be seen from:

**1) Attention (A)**

To evoke the attention of students in learning English teacher, motivated by the use of:

a) Learning method

In applying the method of learning English teachers use a variety of methods in order to not look monotonous in a study.

In applying ARCS model in listening and reading, teachers using learning direct method for listening and skimming or scanning for reading.

When listening, the teacher playing a song to attract the interest of students in learning the English language, after the song played the teacher asked the students to complete words or lyrics that emptied. In this case the aim of enabling students to feel interested in learning listening.

After that, the teacher explained how the learning process listening and reading that will be administered to students. After finished listening to the song, teachers start listening and reading

learning activities with material simple present perfect tense.

In this study, first the teacher explains the present perfect tense with direct method. Finished explaining the teacher playing a song and ask students to search for the phrase in the song that uses the present perfect tense.

The implementation of reading skill in this case teachers prepare a readings displayed on the projector, the teacher asked the students to read in skimming to understand the content of the text. In this case the aim of enabling students to have the ability in reading and understanding a passage.

The teacher gives a question through listening and students must answer in accordance the text they have understood in skimming.

#### b) Learning media

From the interviews the writer did with English teacher, explained that in learning listening and reading skill teacher using media such as: LCD, projectors, sound, song, video and media learning simple as whiteboard.

c) Humor

From the results of observations that use of humor by English teacher in MA NU Salafiyah Demak did not at any time during the study, but at the right time where the atmosphere of the classroom in a state not conducive, strained and saturating. Furthermore, in the use of humor is also pay attention not to create the atmosphere of the classroom the more rowdy and offensive learners and can distract them from their learning material. In this case, teacher gives humor in listening and reading skill class with show the funny video. But the videos includes the material also.

**2) Relevance (R)**

For the result of research by the writer, can be known that the motivation given by the English teacher at MA NU Salafiyah Demak in shows the relationship of the learning material with the needs of the students can described as follows:

a) Teacher shows the objective of learning

From the results of the interviews that teachers deliver the purpose of teaching is closely related with the question "what purpose will be achieved". Thus learning objectives directs to



participants students to the target will be achieved. Instead the purpose learning is a guide for the teacher to determine learning targets learners so having students learn the material that are taught, they can have the capabilities that have been set previously.

b) Teacher shows the benefits of learning

The benefit is something like to retrieve a person after performing the action. So also for learners do learning activities because they know will get a lot of benefits. In showing the benefits of learning English language, teacher in MA NU Salafiyah Demak always connect the subject matter with the needs learners in everyday life. Learning English has the benefits for students that is beside meet their needs will also benefit the achievements, they are in everyday life where they will use Microsoft one time foreign language. Not only are the benefits for now but also for the future.

c) Enthusiasm

English teachers in teaching should always indicate the enthusiastic attitude so that students will be more sure of the motivation that given by teachers in showing the relevance of the

material given the needs of the students. Such as that had been done by English teacher in MA NU Salafiyah Demak who always spirit in teaching, happy, and care to students, both in teaching or not so that any students take part enthusiastically in the participated learning that is always motivated to excite in learning.

### **3) Confidence (C)**

In increasing confidences of students, English teacher in MA NU Salafiyah Demak is always trying to get rid of worries and inability in themselves by convincing to realize the strengths and weaknesses of the self as well as instill positive in their-self.

From the results obtained, that teachers of English in MA NU Salafiyah Demak always improves confidences of students by:

#### **a) Expectation of success**

In giving hope of success, the English teacher in MA NU Salafiyah Demak, always pay attention to the conditions of the students, i.e. adapted to the abilities, so that they do not wish too far outside the limits of his ability, but can make them aware that the actual failure is not the limit of his ability but with the failure of learning

can be exceeded and can achieve the expected success.

b) Arrange the learning process

The arrangement of learning will greatly affect learning of the learning process. Based on the results of the interview with English teachers in MA NU Salafiyah Demak, teachers devise learning with so much so easily accepted by learners. Teacher did not just give the material until exhausted, but the material awarded on the basis of the order and of the material that is easy to difficult as well as considering that the material before it can be supporting material further, for example the giving of material simple perfect tense is given first before learning with material conditionals sentences.

c) Give good constructive feedback

Feedback intended to look for information where students understand the material has been given. In addition, the students are also given the opportunity to look at so far which they understand and master a material, so that they can supplement the lack of mastery of the material. If it feels have mastered then it will grow self confidence that will deliver them

motivated to repeat the achievement, so it will be more excited in learning. In this case the teacher give questions to students about the material that has been taught and directly answered the questions from students. Such "please, show sentence that use present perfect tense based on the text have you listened and read it in front of you class".

#### **4) Satisfaction (S)**

Based on research of results, obtained that English teacher in MA NU Salafiyah Demak trying to foster students' satisfaction in following learning by:

##### **a) Use of praise**

Praise given at the right time can be as a motivational. Praise is a form of positive reinforcement and at once is a good motivation. Teacher can makes use of praise to compliment the success of the students in doing the assignment at the school. Praise is given in accordance with the results of the assignment, not illusory or contrary to the work of the students.

Observationally, it is known that English teacher in MA NU Salafiyah Demak not hesitate giving praise verbally or non-verbal to students if they have ability as well as success in working

and doing on something, be it as small as of any kind. With praises, will provide satisfaction for them because they feel produces thinking and doing right action and useful.

b) Give an opportunity to show their capability

In creating the satisfaction of students, conducted by English teachers in MA NU Salafiyah Demak is to provide an opportunity to demonstrate the skills that owned. The presence of giving this opportunity are intended for demonstrating knowledge or understanding about something It has been taught. For students who can show his ability will be proud and try to repeating the success. For students who have not had time demonstrate their ability, will try with active learning to achieve success like his friend, even more.

c) Give an opportunity to help their friends

From the results of interviews with English teachers in MA NU Salafiyah Demak note that not rarely the students are shy to ask with teacher although they are still not familiar with the materials taught. For that, teachers recommend that students who have understood to help his friend who have not understood, because

usually they are not embarrassed if asked his friend. For students that could help her friend will get satisfaction and feel proud of their ability, so will try to maintain the success of the active learning.

**b. The implementation ARCS Model in Teaching Writing and Speaking**

English teacher in MA NU Salafiyah Demak has implemented ARCS model of learning by trying to arouse attention, show the relevance, increase confidence, and create satisfaction of students in learning. In this case when applying the ARCS model, teacher combining two skill in learning.

The implementation of ARCS model in teaching writing and speaking class at MA NU Salafiyah Demak was well-executed. This can be seen from:

**1) Attention (A)**

To evoke the attention of students in learning. English teacher, motivated by the use of:

**a) Learning method**

In applying the method of learning English teachers use a variety of methods in order to not look monotonous in a study.

In applying ARCS model in writing and speaking skills, teachers using brainstorming method for writing and demonstrate for speaking.

For applying in speaking and writing skill teacher use method that can make students interest like as brainstorming for writing and every students as a teacher method.

Teacher tries to combine writing and speaking skill in learning. For writing teacher gives one word and students try to make brainstorming based on word. After that teacher asks students to make sentences until one paragraph based on the word that students make in brainstorming. After they had been finished, teacher asks students to practice what they had been written in front of their friends orally.

b) Learning media

From the interviews the writer did with English teacher, explained that in learning writing and speaking skill teacher using simple media such as: whiteboard and picture in class.

c) Humor

From the results of observations that use of humor by English teacher in MA NU Salafiyah Demak did not at any time during the study, but at

the right time where the atmosphere of the classroom in a state not conducive, strained and saturating. Furthermore, in the use of humor is also pay attention not to create the atmosphere of the classroom the more rowdy and offensive learners and can distract them from their learning material.

## **2) Relevance (R)**

For the result of research by the writer, can be known that the motivation given by the English teacher in MA NU Salafiyah Demak in shows the relationship of the learning material with the needs of the students can described as follows:

### **a) Teacher shows the objective of learning**

From the results of the interviews that teachers deliver the purpose of teaching is closely related with the question "what purpose will be achieved". Thus learning objectives directs to participants students to the target will be achieved. Instead the purpose learning is a guide for the teacher to determine learning targets learners so having students learn the material that are taught, they can have the capabilities that have been set previously.



b) Teacher shows the benefits of learning

The benefit is something like to retrieve a person after performing the action. So also for learners do learning activities because they know will get a lot of benefit. In showing the benefits of learning English language, teacher in MA NU Salafiyah Demak always connect the subject matter with the needs learners in everyday life. Learning English has the benefits for students that is beside meet their needs will also benefit the achievements, they are in everyday life where they will use Microsoft one time foreign language. Not only are the benefits for now but also for the future.

c) Enthusiasm

English teachers in teaching should always indicate the enthusiastic attitude so that students will be more sure of the motivation that given by teachers in showing the relevance of the material given the needs of the students. Such as that had been done by English teacher in MA NU Salafiyah Demak who always spirit in teaching, happy, and care to students, both in teaching or not so that any students take part enthusiastically

in the participated learning that is always motivated to excite in learning.

### **3) Confidence (C)**

From the results obtained, that teachers of English in MA NU Salafiyah Demak always improves confidences of students in teaching writing and speaking class by:

#### **a) Expectation of success**

In giving hope of success, the English teacher in MA NU Salafiyah Demak, always pay attention to the conditions of the students, i.e. adapted to the abilities, so that they do not wish too far outside the limits of his ability, but can make them aware that the actual failure is not the limit of his ability but with the failure of learning can is exceeded and can achieve the expected success.

#### **b) Arrange the learning process**

The arrangement of learning will greatly affect learning of the learning process. Based on the results of the interview with English teachers in MA NU Salafiyah Demak, teachers devise learning with so much so easily accepted by learners. Teacher did not just give the material until exhausted, but the material awarded on the

basis of the order and of the material that is easy to difficult as well as considering that the material before it can be supporting material further, for example the giving of material simple perfect tense is given first before learning with material conditionals sentences.

c) Give good constructive feedback

Feedback given by teacher in writing and speaking skill class to make student more confident in joining the class is ask students to demonstrate what they have discussed based on teachers' instruction.

In this case, teacher give one theme "Garden" and then teacher ask them to brainstorming with their group. After finished teacher asks one by one to make sentence based on their brainstorming. After all of member in a group make a sentence, one of student in group have to arrange a good paragraph based on friends' sentence.

**4) Satisfaction (S)**

Based on research of results, obtained that English teacher in MA NU Salafiyah Demak trying to foster students' satisfaction in following learning by:

a) Use of praise

English teacher in MA NU Salafiyah Demak not hesitate giving praise verbally or non-verbal to students if they have ability as well as success in working and doing on something, be it as small as of any kind. With praises, will provide satisfaction for them because they feel produces thinking and doing right action and useful.

Giving praise in teaching writing and speaking skill, English teacher praise the students like “excellent, you have a good pronunciation, but attention more in grammar”. Although there is a mistake from students, teacher constants in giving praise to them. Because it can make students satisfaction and make them to study more.

b) Give an opportunity to show their capability

The presence of giving this opportunity are intended for demonstrating knowledge or understanding about something It has been taught. For students who can show his ability will be proud and try to repeating the success. For students who have not had time to demonstrate their ability, will try with active learning to achieve success like his friend, even more.

- c) Give an opportunity to help their friends

From the results of interviews with English teachers in MA NU Salafiyah Demak note that not rarely the students are shy to ask with teacher although they are still not familiar with the materials taught. For that, teachers recommend that students who have understood to help his friend who have not understood, because usually they are not embarrassed if asked his friend. For students that could help her friend will get satisfaction and feel proud of their ability, so will try to maintain the success of the active learning.

## **2. Students perception on the use of ARCS Model**

In this study, the importance the use of ARCS model motivational teaching learning were analyzed, described and elaborated. The importance of ARCS model motivational teaching learning were identified and analyzed and the purpose of using ARCS model motivational learning in teaching learning process tried to be found out.

From the identification, the researcher concludes that teaching learning process uses ARCS model motivational learning makes students feel more comfortable and fit in learning English. ARCS model can create appropriate teaching learning atmosphere also. It cans maximum result in

learning. Teaching learning process with ARCS model motivational learning makes students can more focus and spirit in learning. However they are willing to learn even time is out. At least but not least they are not bored when teacher teaches monotonous without a certain model or method of motivation in class.

In other word benefits are of paramount importance in maintaining a good momentum of interest among students. Firstly, using ARCS model motivational learning in teaching learning English creates strong engagements between students motivation and the lesson. The use of ARCS model motivational learning like humor, give the real examples, give feedback, use of praise will be more motivated in learning English. Which make it easier for them to understand the lesson. This proves the use of ARCS model as a model motivational learning that can be used to enhance the students motivation in learning English. Thus, it allows the students to have full concentration on the lesson which leads to their motivationally of the learning. Secondly, students will be not bored when teaching and learning English process and they will get improved in learning. The students have a good understandable because of they get a good strategy from teacher in teaching process.

### **3. Factors underlie the implementation of ARCS model in MA NU Salafiyah Demak**

The factors underlie the implimintation of ARCS model in MA NU Salafiyah Demak, are:<sup>19</sup>

- a) The ability of students.
- b) The condition of students.
- c) The environment of students.

The additional factors in implementation of ARCS Model. These factors are:<sup>20</sup>

#### **a. Supporting Factors**

This factor is factors that support the implementation of ARCS Model. Among others:

- 1) Human resources is the professional teacher that can determine the success of learning.
- 2) There is enthusiasm and willingness of students to learn, so it can facilitate teacher in motivating the students.
- 3) There is awareness of students and teacher on the use of English language in the school environment.
- 4) There are facilities and infrastructure that adequate to support learning. Such as LAB and LCD for watching videos or movies in English.

---

<sup>19</sup> Interview with English teacher at MA NU Salafiyah Demak

<sup>20</sup> Interview with English teacher at MA NU Salafiyah Demak

b. Inhibition Factors

This factor is factor that become obstacles in the implementation of ARCS Model. Among others:

- 1) Limited time of learning process so that must give additional time for learning process. This additional time used by teacher and students to practice what the lesson that students were get in class.
- 2) There is differences:
  - a) Educational background of students.
  - b) Parent's educational background of students.
  - c) Facilities every students from their parents.
  - d) Neighborhood
  - e) School motivation.



## **CHAPTER V**

### **CONCLUSION**

This study explains how teachers' implement ARCS in English as a Foreign Language class. Following are the description of the conclusion and the recommendation.

#### **A. Conclusion**

From the discussion in the previous chapter, there were several conclusions that can be drawn.

- 1) The implementation of ARCS model in learning English in MA NU Demak had been generally well implemented but not yet maximally in implemented. In practice, the more dominant aspect is the aspect Attention, while other aspects also have been good implemented but not as good as aspects of Attention. The implementations are:
  - a. To arouse the attention of learners by use a variety of learning methods, such as: lectures, discussions, demonstration, drill and skimming scanning. Using a variety of learning media, such as books, pictures, VCD and LCD. Use humor if the conditions are right; and use questioning.
  - b. Try to show the relevance of the material being studied with students' needs to express instructional objectives, the benefits of learning English, and be enthusiastic in teaching.

- c. Improving students' confidence with their ability gives hope of success, the preparation of learning systematically from material that is easy to difficult and sequentially where in material that one can support the next material like chapter of tenses has been taught before learning about the genre, and give constructive feedback.
  - d. Create students' satisfied with verbal and non-verbal praise, provides an opportunity to showing their ability, and an opportunity to help their friends who are having trouble in learning English.
- 2) Teaching learning process uses ARCS model motivational learning makes students feel more comfortable and fit in learning English. ARCS model can create appropriate teaching learning atmosphere also. It is maximum result in learning. Teaching learning process with ARCS model motivational learning makes students can more focus and spirit in learning. However they are willing to learn even time is out. At least but not least they are not bored when teacher teaches monotonous without a certain model or method of motivation in class.
- 3) Factor underlie in implementation of ARCS Model at MA NU Salafiyah Demak, are: the ability of students, the condition of students, and the environment of students.

## **B. Suggestion**

This section describes some points as the recommendations that are worth doing:

1. For head master of school
  - a. Quality of teaching that had been achieved should be increase. MA NU Salafiyah Demak is one of school seeded in Kenduren Village Demak. It should be able to deliver the students to be useful for our nation.
  - b. The facilities should be completed in order to enhance the spirit and facilitate the learning process.
2. For teacher
  - a. In teaching learning process, Teacher should pay attention more to the students' psychological condition so it would be easier to provide motivation.
  - b. The facilities should be used maximally when teacher delivered the material.
3. For students

In teaching learning process students should be done seriously, happy in the activity and respects to the teacher.

## **C. Closing**

The true praise is only belonging to Allah, who gives power and health until this final project can finished. The writer is sure that this research is far from the perfectness. Therefore, constructive criticism and advices are really expected. Finally, the

writer hopes that it can be useful for her and for the readers in general.

## BIBLIOGRAPHY

- Ahmadi, Abu, "*Psikologi Umum*" Jakarta: Rineka Cipta, Cet.2, 1998.
- Ali, A. Yusuf, "*Al-Qur'an Terjemahan Paralel Indonesia Inggris*", Solo: Qomari, 2010.
- Anak Ahen, Jerry., *Research students perception toward English for self expression*, (faculty of Cognitive Science and Human Deveopment: University Malaysia Sawarak: 2009.
- Angkowo, R., dan Kosasih, A., *Optimalisasi Media Pembelajaran*, Jakarta: Grasindo, 2007.
- Arikunto, Suharsimi., "*Prosedur Penelitian: Suatu Pendekatan Praktik*," Jakarta: PT. Asdi Mahasatya, 2006.
- Bahri Djamarah, Syaiful., "*Strategi Belajar Mengajar*", Jakarta : Rineka Cipta, 2001.
- Basmeih, Sheikh Abdullah., *Tafsir Ar-Rahman (Interpretation of the Meaning of the Qur'an)*, Malaysia: Department of Islamic Development Malaysia, 2007.
- Broughton, Geoffrey, et all, "*Teaching English as a Foreign Language*", USA and Canada: British Library Cataloguing, 2003.
- Bygate, Martin., "*Speaking*", New York: Oxford University Press, 2004.
- Clare, G, "*Teaching English as a Foreign Language*", Edge Hill University, 2011.
- Dunan, David., "*Research Method in Language Learning*", USA: Cambridge University Press, 1992.

- Hadi, Sutrisno, "*Research Methodology*", Yogyakarta: Andi Publishing, 2<sup>nd</sup> Ed, 2004.
- Hamdani, "*How to Teach Writing Skill in Junior High School as a Foreign Language*", <http://hamdanismangat.blogspot.co.id/-2012/06/how-to-teach-writing-skill-in-junior-.html> Accessed November 18<sup>th</sup> 2015.
- Harmer, Jeremy, "*The Practice of English Language Teaching, third edition*", Malaysia, Pearson Education Longman, 2007.
- Hasan, M. Iqbal,. "*Pokok-Pokok Metode Penelitian dan Aplikasinya*", Jakarta: Ghalia Indonesia, 2002.
- Juwariyah, "*Hadits Tarbawi*", Yogyakarta: Penerbit teras, 2010.
- K, Hambly, "*Bagaimana Meningkatkan Rasa Percaya Diri*", Jakarta: Arcan, 1995.
- Kartono, Kartini, "*Kamus Lengkap Psikologi*", Jakarta: Raja Grafindo Persada, 2005.
- Keller, Jhon M, "*Motivational Design for Learning and Performance: the ARCS Model Approach*", USA: Florida State University, 2010.
- Lumpkin, Aaron, "*You can be Positive, Confidence, and Courageous*", Jakarta: Erlangga, 2005.
- Moleong , exy J., "*Metode Penelitian Kualitatif*", Bandung: PT. Remaja Rosdakarya, 2005.
- Nunan,David., *Research in Language Learning*, USA, Cambridge University Press, 1992.
- Oon Seng, Tan, et.al., "*Educational Psychology*", Singapore: Seng Lee Press, 2003.

- Ramelan, *"Introduction to Linguistic Analysis"*, Semarang: IKIP Semarang Press, 1992.
- Reber, Arthur S, and Reber, Emily, *"the Penguin Dictionary of Psychology"*, England: Penguin Books, 2001.
- Reeve,, Johnmarshall., *"Reinforcement"*, <http://www.education.com-reference> article reinforcement, accessed November 17<sup>th</sup> 2015.
- Richars, C Jack, *"A Practicum in TESOL: Professional Development through Teaching Practice"*. New York: Cambridge University Press, 2003.
- Rosana Febriyanti, Emma, *"Teaching Speaking of English as a Foreign Language: Problem and Solution"*, FKIP Universitas Lambung Mangkurat Banjarmasin: Unpublished.
- Santrock, John W., *"Adolesence Perkembangan Remaja"*, Jakarta: Erlangga, 2003.
- Small,Ruth V., *"Motivasi Dalam Desain Instruksi"*, <http://www.teachersrock.net/09032000/1pini.phtml>. Accessed March 09th 2016.
- Soekanto, Toeti., dan Udin Saripudin Winataputra, *"Teori Belajar dan Model-model Pembelajaran"*, Jakarta: PAU-PPAI, cet. 2, 1996.
- Sopah, Djamarah., *"Model Pembelajaran Arias"*, <http://www.depdiknas.com/> Accessed at September 31<sup>st</sup> 2015.
- Suciati, et. al., *"Teori Belajar, Motivasi dan Keterampilan Mengajar"*, Jakarta: PAU\_PPAI, 1996.
- Sugiyono, *"Metode Penelitian Kualitatif, Kuantitatif, dan R&D"*, third Edition, Bandung: Alfabeta, 2007.

Sukmadinata, Nana S. "*Metode Penelitian pendidikan*", Bandung: PT Remaja Rosdakarya, 2006.

Suryanto, Kasihani KE, "*English for Young Learners*" at <http://www.b13anataspiiana047.blogspot.co.id/english-for-young-learners-html> Accessed at Apr 15 2016.

Uhl Chamot Anna, O'Mallaey J, Michael, "*Learning Strategies in Second Language Acquisition*", New York: Cambridge University Press, 1995.

*Undang-Undang RI No. 14 Tahun 2005 Tentang Guru dan Dosen*, Jakarta: Dharma Bhakti, 2003.

Zuriah, Nurul, *Metodologi Penelitian Sosial dan Pendidikan*, Jakarta: PT. Bumi Aksara, 2006.



## Appendix 1

### STUDENTS' LIST

#### Class XI A

NO.	NAMA	GEN
1	AGUS IZUL HAQ	M
2	AHMAD ABID	M
3	AHMAD AFIF ULUM	M
4	AHMAD AHYAR	M
5	AHMAD ARIYANTO	M
6	AHMAD MISBAHUDDIN	M
7	AHMAD RIFAI	M
8	AHMAD WAHYUDI	M
9	AHMAD WIJAYANTO	M
10	AINAYA NURUL ALIMAH	F
11	AINUN ABDULLAH	M
12	AL A'ROF NUR KAIS	M
13	ATTUL KHOIR	F
14	DEWI ROHMAWATI	F
15	ELSA DWI SANTI	F
16	FATHUR RIZAL	M
17	HILDA PUPUT DAMAYANTI	F
18	ILYA AMALIA ZULFA	F
19	INDAH SAFITRI	F
20	KHOIRUL KHAKIM	M
21	KHOLISHOTUL AMALIYAH	F
22	MAULIDA FITRIYANTI	F
23	MOHAMMAD TAUFIQUR ROHMAN	M
24	MUHAMMAD DAFFA KURNIAWAN	M
25	MUHAMMAD ISLAH	M
26	MUHAMMAD MUFLIH	M
27	MUHAMMAD RIZAL SAPUTRA	M
28	NUR ROHWAN	M

## Appendix 2

### Checklist of Observation

ATTENTION	Teacher Using method of learning	Teacher Using media of learning	Teacher Using real events	Teacher Using questioning technique	Humor
	√	√	-	-	√

RELEVANCE	Teacher shows the objective of learning	Teacher shows the benefit of learning	Enthusiasm
	√	√	√

CONFIDENCE	Expectation of success	Arrange learning process	Arrange students' assessment	Teacher using control strategies	Give constructive feedback
	√	√	-	-	√

<b>SATISFACTION</b>	Use of praise	Give an opportunity to show their capability	Compare the achievement of students and teacher	Give an opportunity to help their friends
	√	√	-	√

### **Appendix 3**

#### **QUESTIONNAIRE INSTRUMENT OF THE USE OF ARCS MODEL IN ENGLISH AS A FOREIGN LANGUAGE**

**FULL NAME** :

**STUDENTS NUMBER** :

1. Learning English are fun for you
  - a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
2. You are difficult to understand English lesson because it is a foreign language for you.
  - a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
3. ARCS Model learning are able to create the appropriate teaching and learning motivation.
  - a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
4. The ways teacher teach are fun and attract the attention and interest of you.
  - a. Highly agree
  - b. Agree
  - c. Neutral

- d. Disagree
  - e. Highly disagree
5. Teacher implements the certain strategy with ARCS Model of motivation to support your learning.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
6. The ways teacher motivate make you interested in learning English.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
7. Teacher gives relevant examples with your life when conveying learning objectives.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
8. Teacher delivered the learning English materials appropriate your needs.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
9. Teacher gives the opportunity to students who able to answer difficult question from classmates.

- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
10. Teacher gives approbation to the students who able to answer the question correctly.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
11. When the teacher giving a reward to you make you more enthusiasm in learning English.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
12. You bored when teacher teach monotonous without a certain model or method of motivation in class.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
13. You are willing to learn even time is out
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree

14. You must have an English book or other reference, besides books from school or teacher..
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree
15. You get improved in learning.
- a. Highly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Highly disagree

## **Appendix 4**

### **ANGKET THE USE OF ARCS MODEL IN ENGLISH AS A FOREIGN LANGUAGE**

Nama :

Nomer :

Petunjuk pengisian angket :

- a. Bacalah setiap pertanyaan dibawah ini dengan cermat dan teliti
  - b. Berilah tanda silang (√) pada salah satu alternatif jawaban, SS, S, N, TS, STS yang cocok dan sesuai menurut pendapat anda
  - c. Jawaban anda sangat kami harapkan dan berharga bagi keberhasilan penelitian kami, tidak mempengaruhi prestasi dan nilai belajar anda.
  - d. Akhirnya atas segala bantuan dan kesediaan anda mengisi angket ini, sebelumnya dan sesudahnya kami mengucapkan banyak terima kasih.
- 
1. Belajar bahasa inggris itu menyenangkan bagi anda.
    - a. Sangat setuju
    - b. Setuju
    - c. Ragu-ragu
    - d. Tidak setuju
    - e. Sangat tidak setuju



2. Anda sulit dalam memahami pelajaran bahasa inggris karena itu bahasa asing bagi anda
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
3. Model pembelajaran ARCS mampu menciptakan motivasi belajar mengajar yang tepat
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
4. Cara guru mengajar menyenangkan dan menarik perhatian dan minat anda
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
5. Guru menerapkan strategi belajar tertentu dengan model motivasi ARCS dalam mendukung belajar anda.
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju

6. Cara guru memotivasi anda dalam belajar membuat anda tertarik untuk mengikuti pembelajaran bahasa inggris
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
  
7. Guru memberikan contoh yang relevan terhadap kehidupan anda ketika menyampaikan tujuan pembelajaran
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
  
8. Guru menyampaikan materi pembelajaran bahasa inggris sesuai dengan kebutuhan anda
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
  
9. Guru memberikan kesempatan kepada siswa yang mampu untuk menjawab pertanyaan yang sukar dijawab oleh teman sekelasnya
  - a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju

- e. Sangat tidak setuju
10. Guru memberikan pujian kepada anda yang bisa menjawab pertanyaan dengan benar
- a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
11. Dengan guru memberikan reward membuat anda semangat dalam belajar bahasa inggris
- a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
12. Anda bosan ketika guru memberikan pembelajaran tanpa menggunakan metode/model motivasi tertentu dikelas.
- a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju
  - e. Sangat tidak setuju
13. Anda mau belajar bahkan waktu jam pelajaran sudah selesai
- a. Sangat setuju
  - b. Setuju
  - c. Ragu-ragu
  - d. Tidak setuju

e. Sangat tidak setuju

14. Anda harus memiliki buku atau referensi bahasa Inggris lain, selain dari buku sekolah atau guru.

a. Sangat setuju

b. Setuju

c. Ragu-ragu

d. Tidak setuju

e. Sangat tidak setuju

15. Anda mendapat peningkatan dalam pembelajaran.

a. Sangat setuju

b. Setuju

c. Ragu-ragu

d. Tidak setuju

e. Sangat tidak setuju

## **Appendix 5**

### **INTERVIEW GUIDELINE FOR THE ENGLISH TEACHER**

1. How many times does the teacher teach English in a week in this school?
2. According to you, does the motivation in learning process important to the students? Why?
3. Do you know about ARCS Model of motivational learning? Ever you applied this model?
4. Does the ARCS Model of motivational learning implemented in this school?
5. How is the implementation of ARCS Model in learning English in this school?
6. Is there special method or media that the teacher use to implement this ARCS Model?
7. Are there any differences of attitude or motivation of students before and after the implementation of ARCS Model?
8. How does your way to cope with students with less participation in your class?
9. Are there any differences of strategy that implement in every skill (S,L,W,R) based on ARCS Model? What are?

## Appendix 6

### TRANSCRIPT OF INTERVIEW

**Topic : The use of ARCS model in English as a foreign language class**

**Date/Time : 07 Mei 2016 / pkl. 10.00 – 10.45 WIB**

**Place : at office of MA NU Salafiyah Demak**

**Speaker : (M) Mahmudah (interviewer) and (H) Mr. Hilmi**

M : Assalamualaikum Wr.Wb. Thanks for the time, in this occasion, I would like ask some questions about my research, the title is ARCS Model in EFL Class. Ok the first question is....

M : How many times does the teacher teach English in a week in this school?

H : Pembelajaran Bahasa Inggris dikelas XI adalah 8 jam dalam seminggu.

M : According to you, does the motivation in learning process important to the students? Why?

H : Menurut saya, dalam pembelajaran motivasi sangatlah penting. Terutama dalam kelas saya, yaitu Bahasa Inggris. Siswa diharuskan untuk pay attention terhadap guru dan materi yang diajarkan. Karena ketika siswa kurang termotivasi dalam belajar, itu akan mempengaruhi hasil belajar siswa.

M : Do you know about ARCS Model of motivational learning? Ever you applied this model?

- H : Yes, I know. Saya pernah menerapkan model tersebut. Tetapi tidak setiap pembelajaran saya menerapkan.
- M : Does the ARCS model of motivational learning implemented in this school?
- H : Yes, it does.
- M : how is the implementation of RCS Model in learning English in this school?
- H : penerapan ARCS model dalam pembelajaran Bahasa Inggris saya mengkombinasikan dua skill dalam satu pembelajaran, yaitu listening dengan reading dan writing dengan speaking. Sebenarnya dalam penerapan ARCS model sendiri perbedaan yang paling menonjol dalam setiap strategy adalah ketika penerapan metode yang diberikan. Dalam menerapkan ARCS model, guru menggunakan beberapa strategi. Dalam meningkatkan attention (A) saya menggunakan strategi seperti: menggunakan metode pembelajaran (learning method) yang tepat agar siswa tertarik dalam mengikuti kelas Bahasa Inggris, media pembelajaran (learning media), saya lebih sering menggunakan media yang

dimana media tersebut bias menarik perhatian siswa seperti gambar, musik, video dan media menarik lainnya. Selanjutnya dalam menarik perhatian siswa atau attention (A) saya menggunakan humor. Dimana saya berikan atau selipkan humor ketika siswa terlihat sudah lelah dalam mengikuti pembelajaran di kelas. Ini bertujuan agar didalam kelas siswa tidak merasa jenuh dan bosan bahkan selalu pay attention dalam mengikuti kelas saya. Biasanya ketika siswa jenuh didalam kelas mereka selalu ada alasan untuk izin keluar, seperti mau ke kamar mandi, ambil alat tulis papan tulis.

Selanjutnya dalam menunjukkan relevance (R) saya menggunakan strategi seperti: menyampaikan tujuan belajarr, apa yang akan mereka capai setelah belajar materi yang saya ajarkan. Menyampaikan manfaat belajar, selain menyampaikan tujuan guru juga menyampaikan manfaat apa yang bias mereka capai setelah belajar untyk sekarang dan bahkan esok harinya. Antusiasme, antusiasme disini adalah keaktifan dari s guru sendiri seperti kehadiran, bagaimana



cara guru mensikapi problematika yang dihadapi siswa.

Komponen selanjutnya adalah confidence (C), strategy yang saya terapkan dalam menunjukkan confidence seperti: menyampaikan harapan kesuksesan (expectation of success) pada siswa, menyusun proses pembelajaran, jadi ketika guru sudah masuk dalam kelas tidak akan kebingungan pembelajaran seperti apa yang akan diberikan kepada siswa. Memberikan umpan balik kepada siswa untuk mengetahui pencapaian yang mereka dapat.

Yang terakhir adalah satisfaction (S), dalam menunjukkan kepuasan kepada siswa saya melakukan beberapa strategi seperti: menggunakan pujian, dengan pujian siswa akan merasa mendapatkan kepuasan tersendiri dalam belajar karena di apresiasi gurunya. Memberikan kesempatan kepada siswa untuk menunjukkan kemampuannya. Dan yang terakhir adalah dengan memberikan kesempatan kepada siswa untuk membantu teman yang lain.

- M : Is there special method or media that the teacher uses to implement this ARCS Model?
- H : yes, there is.
- M : Are there any differences of attitude or motivation of students before and after the implementation of ARCS Model?
- H : tentunya ada perbedaan sikap dan motivasi belajar siswa dalam menerapkan model ARCS.
- M : How does your way to cope with students with less participation in your class?
- H : seperti yang sudah saya sampaikan diatas, ketika anak sudah mulai lelah ataupun kurang motivasi dalam belajar biasanya saya menyelipkan sedikit humor dalam pembelajaran. Misalnya seperti menunjukkan video yang lucu. Pertanyaan pertanyaan yang bersifat lelucon. Jadi ketika siswa sudah mulai semangat kembali, saya melanjutkan pembelajaran.
- M : Are there any differences of strategy that implement in every skill (S,L,W,R) based on ARCS Model? What are?
- H : perbedaan strategi dalam penerapan ini adalah di metode pembelajaran. dalam speaking saya

menerapkan metode everyone is a teacher, ini bertujuan agar setiap siswa bisa bertanggungjawab terhadap dirinya dalam memahami materi yang diajarkan. Dalam writing saya menerapkan metode brainstorming. Dan yang terakhir reading, saya menggunakan metode skimming dan scanning dalam pembelajaran.

M : Ok. Thanks for your participation on my research.

H : you are welcome

## **CURRICULUM VITAE**

Name : SITI MAHMUDAH  
Date of Birth : Demak, September 26 1993  
Student Number : 113411012  
Addres : Ds.Tlogorejo RT 05 RW 03, Kecamatan  
Karangawen, Kabupaten Demak  
E-mail : [mahmudahsiti65@gmail.com](mailto:mahmudahsiti65@gmail.com)  
Phone : 085641976389

### **Background of Education:**

1. Formal Education
  - a. MI Manbaul Ulum Demak in 2005
  - b. MTs Manbaul Ulum Demak in 2008
  - c. MA Manbaul Ulum Demak in 2011
  - d. UIN Walisongo Semarang in 2011 period
2. Non-Formal Education
  - a. Madrasah Diniyah Manbaul Ulum Demak, graduated in 2006
  - b. Pondok Pesantren Life skill Daruun Najaah Bringin Nglaiyan Semarang

Semarang, Mei 2016

The Writer

Siti Mahmudah  
113411012

